

2017 Good Answer Guide

Based on the
2016 EaL/D
ATAR Course
Examination

Analysis of questions, sample answers, markers' comments, suggested approaches and activities.

2017 Good Answer Guide: Based on the 2016 EaL/D ATAR Course Examination. Analysis of questions, sample answers, markers' comments, suggested approaches and activities.

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INTRODUCTION

SUGGESTIONS ON HOW TO USE THIS GUIDE

Each of the A-grade student answers included in this guide was written by a candidate during the 2016 EaL/D ATAR Course Examination. They are reproduced just as they were submitted, including the students' corrections, additions and crossings-out. Thus, you can see what students at this level are capable of producing under examination conditions.

No answer is perfect – even those which received full marks – and there are many ways to use them which can improve your own examination strategy, planning and confidence.

Use the tables in Appendix 1 to record your analyses of Section Two and Three scripts. Read the responses to the same question, analyse how they are similar and how they differ, using the table to record your ideas for discussion in small groups.

BUILDING YOUR VOCABULARY

Write down all the words which are unfamiliar to you (if you can't easily reuse them in a sentence then they are unfamiliar and should be written down). Look these words up in a dictionary to check their meaning and in a thesaurus to find equivalent words. Use the words you found and at least one other equivalent from the thesaurus in sentences. Check these with your teacher for accuracy.

USING THE MARKING KEYS and GRADE-RELATED DESCRIPTORS

First, read all answers to a question and then rank them in the order you feel is best to least well-done. Note down why you think this is so. Which answers do you think scored full marks?

The 2016 EaL/D ATAR Course Examination marking keys can be accessed via SCSA's Extranet (teacher log-on required): <http://wace1516.scsa.wa.edu.au/further-resources/past-atar-course-exams/english-as-an-additional-languagedialect-past-atar-course-exams>

Read the marking keys and decide which mark you would award to each of the sample answers. Discuss your choices with your group members or teacher. Be prepared to justify your choices by referring to examples from the texts.

Use the same procedure with the grade-related descriptors to grade your own practice responses or those written by other students. Grade-related descriptors are available with the EAL/D ATAR Syllabus, accessed via SCSA's WACE web pages: <http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect>

Compare work samples via links from the above URL. The ATAR samples are being uploaded progressively during 2016-17. Separate sample scripts from grades and/or comments. Evaluate scripts and try to match them to the correct grade/ comment.

PREPARING FOR THE EXAM

The EaL/D ATAR Course Examination exam tests the proficiency of learners of English as an Additional Language or Dialect in terms of listening, reading and viewing, and writing. Other complex skills are also tested, for example, the ability to analyse, integrate, manipulate, synthesise and logically sequence information and ideas. In your answers to the examination questions, you must demonstrate that you have acquired these skills. You are expected to show that you can use the English language with ease and a degree of originality.

Language skills are not like information that can be learnt by last minute 'swotting' the night before the exam; they require constant and regular practice if you wish to develop them to an appropriate standard. You are advised to set aside time to practice them regularly.

DEALING WITH THE EXAMINATION

Before the examination

- You should have some general knowledge about current global issues; knowledge of Australian culture, politics and social issues; and specific knowledge of themes, characters and plots presented in texts you have studied during the year.
- Make sure you are familiar with the format of the examination paper but be prepared for variations in instructions or layout of specific questions.
- Practise your time management and make sure you know the suggested working time for each section.

In the examination

- Read each question carefully and right to the end! Make sure you fully understand what you are required to do, and also that you follow the instructions that are given with the question.
- Highlight or underline the keywords in the question. Refer back to them while you are planning and writing your response, to make sure you have addressed all parts of the question.

- Use the order of key words supplied by the questions, particularly for the Extended Writing, to help you structure your response. In other words, answer each part of the question in the same order that is given in the wording of the question.
- The key words of questions, and variations of them, should be used in your response to signal that you are dealing with what the question wants.
- Legible handwriting is of utmost importance in all sections of the paper. If your examiner cannot decipher your handwriting, what you have to say may not be understood, and this may affect your marks. There is no need to double-space handwritten answers, but leaving a line between paragraphs gives a clear layout that is easy to follow.

GUIDELINES and ACTIVITIES

It is important that students are familiar with current affairs and a range of issues in contemporary Australian society. In addition to reading fiction and viewing films, choose a range of non-fiction text types such as: letters to the editor, feature articles, online opinion pieces, essays, documentaries, current affairs television shows including panel discussions, and podcasts. When reading, listening or viewing, practice note-taking of main ideas. Use your notes to write summaries and write reflectively, expressing your own opinion on the issue.

Purpose of this section

The purpose of a reading and viewing task is to show that you have **understood the texts that you have read and viewed**. You must show that you have understood all texts, can identify the main points, and that you can infer meaning in and between texts.

It is important to note that you are NOT being marked on grammar and spelling in this type of task; however, if grammar and spelling errors prevent the marker from understanding your message, you will lose marks.

The first step: Previewing the texts (before answering the extended response/synthesis questions)

As you read the texts for the first time, highlight what you think are the key words and phrases. If it is an expository text, highlight the thesis and the topic sentences, as these will direct you to the purpose and meaning of the whole text. You could also annotate the text, making short notes about key sections. If there are any words or phrases you don't understand, use your previewing skills to help you figure out their meanings before you use your dictionary.

Student responses can be improved by exemplary planning. You could use a Y chart or one of the organisers below to plan your writing.

TOPIC (4 main points regarding treatment)	EVIDENCE	ANALYSIS
1		
2		
3		
4		

In the example below, the student listed the main points of each text, then used three different coloured highlighters to indicate the common themes, ie. which information can be compared and contrasted in the same paragraph.

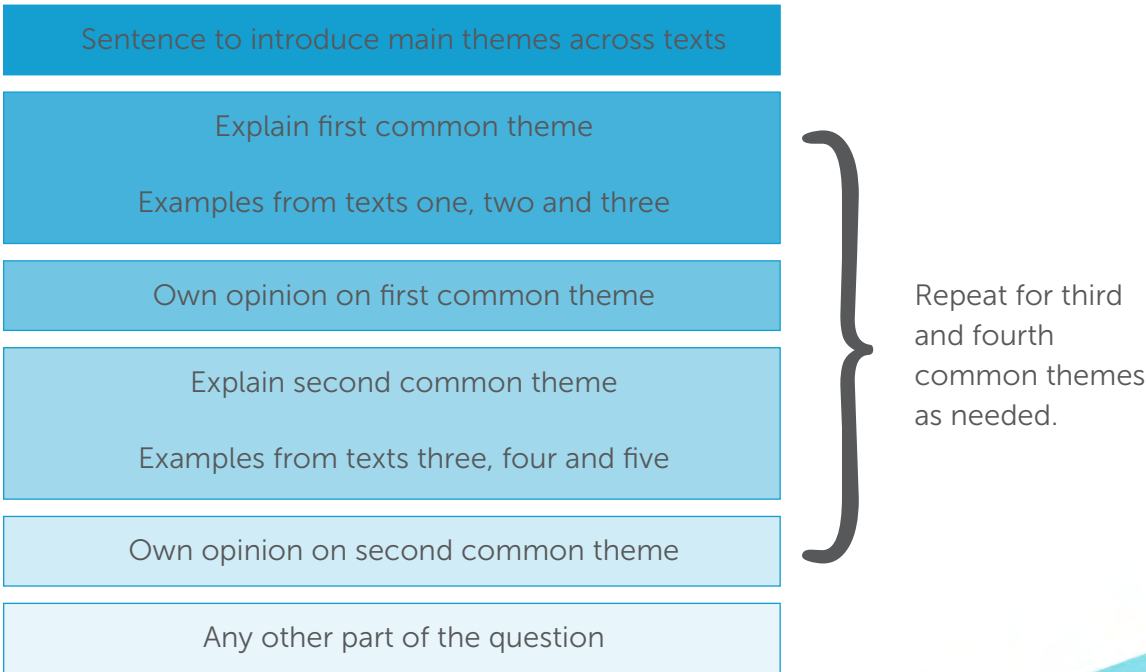
Text 3	Text 4	Text 5
Main point	Main point	Main point
Main point	Main point	Main point
Main point		Main point

Classroom/ studygroup Activity

Students can practise in class using the following **process chart**:

Text One: Main ideas A,B,C
Text Two: Main ideas B,C,D
Text Three: Main ideas B,C,E
Common main ideas: B,C

They can then use these main ideas to write up a textual analysis or a **thematic analysis** (shown below). The class can be guided in joint construction (e.g. on an interactive whiteboard) before students undertake their own synthesis.



It is useful for students to analyse sample responses such as those included here and work backwards, identifying main points and mapping from which texts the supporting evidence is drawn. Also compare the different responses, noting your analysis on the **table in Appendix 1a**.

Students should practice the language of synthesis:

- Text 3 is a/an _____(graph)_____ titled _____.
- Text one and Text two both present:
 - *arguments concerning...*
 - *a case for/against... ideas about... opinions on...*
 - *portray the experience of...*
- Text one presents the idea that... . Conversely, Text two presents the idea that...
- Text two supports the idea that... by stating that.... /by describing... /by presenting...
- Likewise... /similarly... /in contrast...
- With reference to Text 3, it is evident that...
- As stated in Text 3, ...
- Examples given include...
- For instance/ for example/ such as
- The text provided valuable insights into ...
- It is also mentioned in the text that...
- He expresses the idea that .../ She focuses on... /Collins elaborates on... (NB: the convention is to refer to authors by surname only) / The text emphasises ...

Students will also benefit from opportunities to use the language of graphs and tables (see useful references below) and practice analysis of other images, especially cartoons:

<http://www.ieltsonly.co.uk/vocabulary/ielts-writing-saying-what-a-graph-shows/>

<https://sandymillin.wordpress.com/2011/05/01/describing-graphs/>

<http://www.admc.hct.ac.ae/hd1/english/graphs/>

SECTION TWO: 2016 WACE EXAM SHORT ANSWERS

(10 marks)

General Comments

Answers here need to be brief and relevant; including too many extra details may cost you marks if it seems you are unsure of the specific answer. Troublesome questions included Questions 16 and 19.

Question 16 required an explanation of irony in the context of Text 3, which was quite sophisticated. Some students also struggled to paraphrase the question keywords, which was necessary to demonstrate comprehension not just copying.

Many candidates struggled with how to answer Question 19 (below). The correct answer (below) gives one opinion from Kevin and one from his wife, and the it also identifies that they have different viewpoints. However, many responses tried to compare husband and wife on each line and ran out of ideas for the third line or point, which can seem a bit like stating the obvious.

Question 19 (3 marks)

List three reasons why this issue is causing arguments between Kevin and his wife.

Answer:

NB the answer must contain a sense of argument and detail each contrasting point of view.

One: Kevin is disappointed in Optus for advertising in other languages/ he had to learn English so others should too/ he thinks everyone should learn English, **1 mark**

Two: She says that the community should be encouraged to speak in their home languages/ be multilingual/ she thinks we are a democracy and everyone should be respected, **1 mark**

Three: She doesn't agree with his point of view/they disagree/she is disappointed with his opinion, **1 mark**

Total 3 marks

Question 20 (2 marks)

What two facts does this graph tell you about the English language proficiency of immigrants arriving in Australia in 2015?

Question 20 asked students to interpret a pie chart about the English language proficiency of immigrants arriving in Australia in 2015. As there are three distinct aspects to the pie chart, and one overall statement to be made, it was fairly easy for candidates to indicate two facts. Some candidates had difficulty with the numeracy requirements of reading the chart and hazarded wild guesses as to the percentages displayed. This is satisfactory as long as the guesses are in the ball park but some were not accurate (e.g. "three quarters of immigrants have high proficiency in English" or "one quarter have limited/ no English"). Far more effective was just to state "few", "most" or "the majority" to sidestep the numeracy aspect. You should practice both ways. Another error was just to say "many immigrants," which is not specific enough.

SECTION TWO: SYNTHESIS

Question 21 (15 marks)

Texts **3**, **4** and **5** provide facts or opinions from Australian authorities and community regarding the English language proficiency of immigrants in Australia.

Synthesise **three** main facts and opinions presented in Texts **3**, **4** and **5** by comparing and contrasting their points of view about the proficiency of English in Australia. You should also include your opinion on this issue, using relevant examples.

You are required to write in your own words.

Suggested length: 250–350 words.

Answer:

Main facts or opinions:

- In Australia, immigrants should (learn to) speak English. (Text 3, Text 4, Text 5)
- Because Australia is a multicultural country, the home languages of immigrants should be acknowledged and maintained. (Text 3, Text 4)
- Most immigrants speak English well. (Text 5)
- Australia has no official language. (Text 3, Text 4)
- The issue of inclusivity is divisive. (Text 3, Text 4)

General Comments

Last year, the EaL/D ATAR Course Examination asked for four out of four main points, which was more challenging. This year, the number of main points required in this section of the EaL/D ATAR Course Examination paper was reduced to three and it was also generally easier to identify three out of the five possible main points, as points C, D and E were quite straightforward (see marking key excerpt, above).

Some candidates struggled with the phrase ‘facts or opinions’ from the question. Better responses just mentioned whether each example was a fact or opinion, without getting too focused on that aspect.

Some responses were far too long, possibly wasting time candidates could have used for Section Three. (Note the suggested word count and practice writing this amount beforehand, so you will know how much to write, rather than counting words in the examination.)

An opinion was requested but some responses were too general. The question states “using relevant examples.” The better answers elaborated on specific and original ideas regarding the English language proficiency of immigrants in Australia. In many cases this is a topic close to candidates’ own experience and they could draw upon lived or read/ viewed experiences and anecdotes. Again, it is vital to not repeat the same opinions in each paragraph, even re-worded. A small change has occurred in the marking rubric for this question; under Criterion 3, for 1/3 marks, it now specifies “States a view which is not always relevant OR lacks support” (not AND).

Some candidates wasted time writing long discursive introductions with opinions and irrelevancies and/ or essay-style concluding paragraphs. One or two sentences are sufficient as an introduction, outlining the general topic being discussed in the question and issues identified. Although a formal essay style is not required, it is important to write a series of paragraphs, each addressing a separate idea or text.

The main ideas must be stated explicitly. Unfortunately, a number of responses seemed to take some of the main points for granted and engaged in long discussions about their respective merits without actually identifying them. This was most evident regarding main point E but by no means restricted to it.

Many candidates lost marks because they gave very general evaluations of the different perspectives on the issue. Even some A-grade responses were weakened by a lack of explicit textual reference (e.g. “As stated in Text 4”). Specific examples, such as Kevin’s point of view in Text 4, are required. Similarly, brief quotations can add depth, but make sure all evidence is accompanied by an explanation of its relevance to the specific point.

Good answers also paraphrased the original texts – they did not simply copy phrases and sentences, a practice which indicates possible comprehension to the marker.

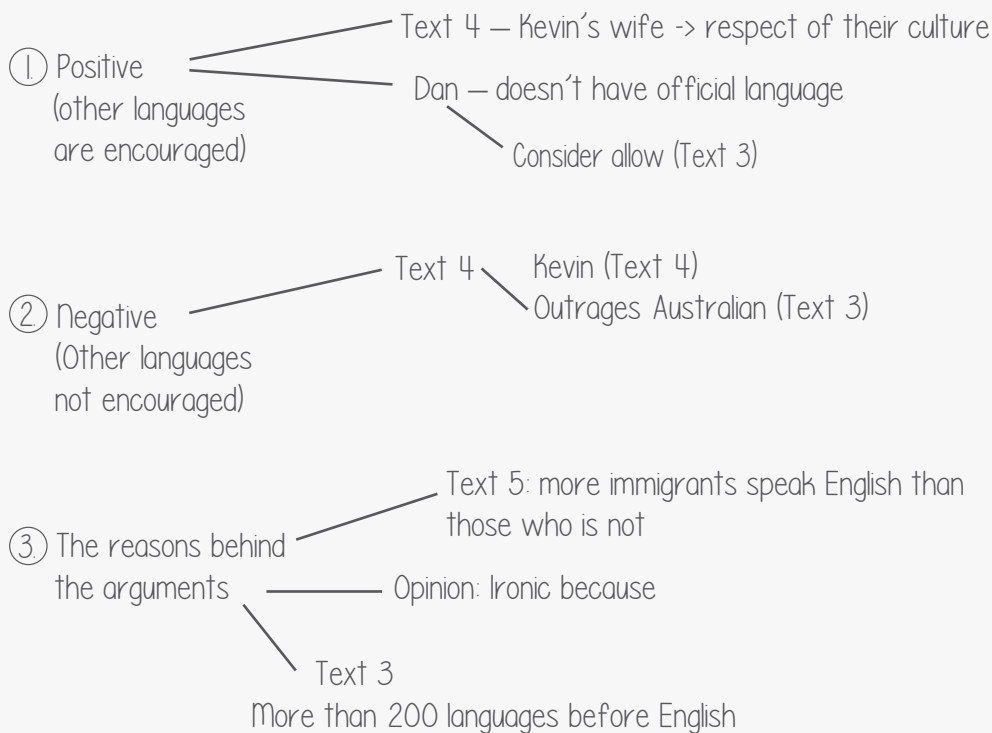
Reference had to be made to the varying opinions and facts about the proficiency of English in Australia in all three texts. Some candidates tried too hard to pin each text down to one perspective when Texts 3 and 4 contain multiple opinions.

On the other hand, many candidates summarised each text but struggled to blend their analysis into a synthesis by drawing parallels and highlighting conflicts between the three texts. Using the charts for process and thematic analysis (above) may assist with this. However, the last student sample included for this question is an example of an excellent textual analysis which manages to synthesise perfectly as well. It has been included to demonstrate that there are alternative ways to address the synthesis question, although the method is not generally conducive to highest results.

All responses selected for this question received top marks. Of course, English language use is not being assessed in this question so poor syntax, spelling or grammar have no bearing on marks.

Q 21 FIRST STUDENT SAMPLE

Question 21



- link/synthesis
- Opinion
- Examples
- Paraphrase

All three texts consider different points of view about the proficiency of English in Australia. The approval of allowing language other than English to be spoken publicly is clearly demonstrated in text 3 and 4. Firstly, in text 3, Dan, a telecommunications worker, has shown his opinions that why Australia should allow people to speak ~~xxxxx~~ whatever they want. Dan states that 'Australia ~~will~~ has a history of welcoming people of all nations' and this has shown that Australia is a multicultural community. It is only multicultural when it is multilingual and this idea is further developed in text 4. In the letter to the editor of a newspaper, Kevin ~~sh~~ illustrates that his wife is going for this idea as she believes that people should be able to speak freely in their language. Moreover, she also suggests that since Australia is a democracy, the people should feel respected in the new community. Thus,

allowing people to freely speak their language is an act of welcoming them to Australia and an act of respect. In my opinion, I agree with this side of the arguments. This is because that language is not simply what you speak, it represents a whole culture which include the rich history and unique culture. For instance, ~~a support to my point is the~~ the Hawaiian language has the word 'aina' which means house but more specifically a home, a place where family belongs and a place ~~for~~ of supports. On the other hand, the word 'house' in English is a ~~propert~~ property. Due to this illustration, we can tell that there is no equivalent words for 'aina' in English. What's more, it shows that the Hawaiian people acknowledge the value of family and that is the part of their culture.

In contrast, there are still many angry people who disagree which the idea of allowing ~~other~~ languages other than English to be spoken in public and this is conveyed through text 3 and 4. Text 3 describes the scene when Optus rolled out advertisements in 2015 saying there are staff that speak other languages. Many outrages customers ~~has~~ threatened the staff and therefore they had to take down the advertisements in Sydney. This idea is further developed in text 4. The writer of the text, Kevin, shows his disapproval ~~to Optus~~ towards Optus' products when they are publicise in languages other than English. He argues that people who come to Australia should ~~lear~~ learn the language and ~~the~~ Australian language is English. Moreover, he also makes a point by telling a story of how he came when he was 19 years old and he had to learn how to 'fit in'. He thinks that it is only fair that other immigrants ~~has~~ to do the same thing. Personally, I disagree with this points of view as I believe that Australia is a multicultural country therefore people ~~are~~ should be allow to use their language. Moreover, what can be so wrong in using other languages. When I ~~walk~~ ~~go~~ went around Perth a week ago, I saw many restaurant signs ~~wells diffe~~ in different languages and I thought to myself, "This is beautiful". ~~The~~ All the different signs brings different culture to Australia and what Australia is wants to represent herself to the world. It is the beauty of multiculturalism.

Lastly, multiculturalism issue and the reason why people assume that English is the official language in Australia are demonstrated in text 3 and 5. In text 3, Dan makes a point saying that 'Australia ~~is not a~~ doesn't actually have an official language, it did have 200 native languages before English.' That "200 native languages before English" are languages that are spoken by the Indigenous people. I think this is ironic as the Indigenous people are the first people that came to Australia and their languages are not acknowledge. Opposely, the Europeans settlers are the immigrants ~~and~~ when they arrived to Australia and their language is 'official'. What's more, the pie chart in text 5 illustrates that more than half of immigrants came to Australia have high proficiency ~~of~~ in English. This outnumbered the immigrants that have limited to no proficiency in English and suggests the reason why English has become so popular in Australia. I believe that if Australia wants to be known as the world 'multiculturalism melting-pot' then why are we not allowing these different cultures to be exposed. If we banned other languages and only allow English; then we better call ourselves monocultural. Moreover, I also think it is important to acknowledge the Indigeneous languages and allow it in our curriculum as it will help the Indigenous people to fit in the society. After all, there are many benefits when it come to ~~speak~~ speaking and learning in your mother tongue and I think it is necessary to ~~ea~~ erase the 'white dominance' idea in all our minds. That is the only way we can achieve a fully multicultural community.

COMMENTS

Commendations:

- Solid plan.
- Detailed and passionate opinions given for each main point, with very relevant and evocative examples.
- Main point 3 links well back to main point 2, by rebutting Kevin's claim regarding Australia's official language.

Room for improvement:

- The first sentence could be separated off as the introductory paragraph.
- Much more use of Text 5 desirable as it is only mentioned in main point 3.
- The response also lacks interpretation of Text 5 data as to "why English has become so popular in Australia".

Q 21 SECOND STUDENT SAMPLE

Australia's claim about being a melting pot of diversity and multiculturalism is challenged in Texts 3, 4 and 5 as the underlying aspect of immigrants' English proficiency is put to test against the positive views and negative views of Australians regarding the need for high English aptitude in Australia, across the community and the authorities.

Australia's monolingualistic mindset is inextricably linked to the ~~preconce~~ colonisation of the nation by the Anglo-Saxons. As a result, English became the predominant language in society. As mentioned in Text 3, some Australians such as Virgil Tracey and Katie Chich believe that the use of any languages other than English is not ~~im~~permissible. Similarly, in Text 4, Kevin Nguyen's take on this issue is that immigrants have to learn English and abide to the customs of Australia. ~~Moreover~~ Contrastingly, Text 5 illustrates the fact that ~~no~~ about 60% of the immigrant population ~~had a~~ in 2015 had a high level of English proficiency. Therefore, the three texts suggest that immigrants should make the effort to learn, speak and understand English when in fact, more than half of immigrants in Australia are highly proficient in English. From my perspective, being a migrant myself, I strongly believe that we should make an effort to ~~conform to~~ learn English. However, it is also crucial in my opinion, that one's home language is respected if Australia claims to be a true ~~multi~~ cultural community.

On the other end of the spectrum, Australia is also a welcoming nation; with a rich tapestry of diversity. As displayed in Text 3, Dan belongs to the proportion of Australians who are for multilingualism and against the intolerance towards the use of a language other than English by immigrants in Australia. Similarly and ~~quite~~ quite ironically, Kevin Nguyen's wife in Text 4, is a strong proponent for encouraging and accepting immigrants who speak other languages. Another positive aspect ~~is that~~ of the level of English proficiency of immigrants in Australia, can be derived from Text 5. From the chart, only about 10% of the 2015 immigrant population had a limited to no English language aptitude. Therefore, it can be inferred that ~~through~~ the acceptance of those immigrants' language does not adversely impact their English language proficiency, as projected throughout the three texts. From my point of view, I have felt welcomed and ~~my~~ the use of my native language has not been a nuisance to the Australian community, nor has it been detrimental to my learning of the English language.

Lastly, the role of the Australian authorities in regards to promoting languages other than English is pivotal in this contemporary society. As stated in Texts 3, Optus was forced to take down a sign which was advertised in Arabic. Similarly in Text 4, Optus' publicity of their products in Arabic is being criticised by members of the public, being deemed as a disappointment. However, inferring from Text 5, since a much larger proportion of immigrants had a high to functional proficiency in English than not, it can be implicitly understood that ~~the~~ the Australian authorities and the government are not to be criticised as the level of English aptitude is not a concern. The three texts dig to the core of the issue as they show that it is not only the role of the public, but more so that of the Australian authorities to encourage ~~the~~ multilingualism. ~~In my~~ In my opinion, it is up to those in power to lead and be role models for the public to follow.

In conclusion, both positive and negative views emanate from the sensitive subject of the English language proficiency of immigrants ~~xxxxx~~, both on the part of the Australian community and the Australian government and authorities. In my opinion, it is the responsibility of each one of us to eradicate the bigotry present within our community but yet to find that balance between conforming the Australian values and accepting the values of immigrants. For it will be that elusive balance that will engender a synergy to instigate progress and innovation within the Australian community in the years to come.

COMMENTS

Commendations:

- Excellent all-encompassing introduction and conclusion. Such long introductory and concluding paragraphs are unnecessary but this is truly an example of how it can work very well.
- The first and second main points demonstrate exemplary synthesis, giving context, comparing and contrasting evidence, then analysing it and offering own opinion ("Similarly, in Text 4"; Contrastingly Text 5 illustrates"; "Therefore").

Room for improvement:

- The third main point is not as closely tied to the texts where it brings in "the Australian authorities". Perhaps the opinion could have been expanded to more explicitly detail its links to this issue.

Q 21 THIRD STUDENT SAMPLE

Plan

English should be ~~spoken~~ used in Austalia

→ text 3 → Article Supports

→ text 4 → Oppose

→ text 5 → Support

Migrants should be accomodated

→ T3 → Opposes opposer

→ T4 → Opposes

→ T5 → Supports

Services should be in english

→ ~~Oppose~~ Support

→ ~~Oppose~~

→ Support

Texts 3, 4 and 5 provide facts and opinions from various parties such as the authorities and the community. They provide both common and contrasting views regarding the use of English in Australia, the accommodation of migrants and providing services in English.

English is largely accepted as Australia's primary language and some believe that it should be enforced. However text 3 clearly states that there is no official language in Australia, with the context of the article firmly opposing monolingual support. Text 4 on the other hand states 'We are Australian and we speak English', clearly set on English as the 'official' language. Text 5, being a pie graph, has no opinion but provides the fact that well over three quarters of migrants are proficient in English, which supports the belief that English should be used in Australia. However being a migrant myself, I had difficulties adjusting to life in Australia. I was fortunate enough to have the opportunity to improve my proficiency but others are not so lucky, hence my support for a multilingual Australia. Another point of contention between the texts is whether migrant migrants should be accommodated or not in regards to their language preference. In text 3 one of the opposition wrote 'Australians do not care about your religion or background' but was quickly proven wrong by both historical and contemporary evidence provided by the article. Text 4 is firmly opposed, as the writer proposes that Australia simply leaves the migrants to their own devices as he and his family, a group of also migrants to Australia, were able to make ends meet. Text 5 shows that over approximately one eighth of migrants are limited or worse in their English proficiency. As a whole eight of a fairly large group cannot simply be left out in the cold to hope for the best, it supports the accommodation of migrants. I too believe that migrants should be accommodated as they do make a significant proportion of the Australian population, and hence it would be unwise to needlessly antagonise them.

The third point of conflict between the texts is in regards to services and their provision in other languages. Text 3 is in support of this as it 'Australia has a history of welcoming people of all nations... regardless of the language they speak', as stated in the article. Text 4 is opposed to this as the writer believes that citizens of Australia should access the services in English. Text 5's eighth of the migrants in 2015 are unlikely to use services to any great significant extent, and will likely need translators, so is hence supporting the provision of multilingual services. Once again, I am in support of this, as services are an integral part of the society and economy of Australia. If one eighth of our population can't access these services the standard of living and economic conditions in Australia, are likely to deteriorate.

COMMENTS

Commendations:

- Good simple plan using colour coding highlights (not visible in transcription).
- Defines text types and fact or opinion, summarizing views well in introduction.
- Brief clear introduction (1 sentence).
- Gives opinion in each paragraph.
- Highlights points of conflict within and between texts.

Room for improvement:

- The second paragraph could have included more supportive evidence (maybe a brief quotation from Text 3 to show how it was “proven wrong”).
- Opinions lack some depth and relevant examples.
- Choice of main points could have been better delineated (e.g. main points 2 and 3 are quite similar).

Q 21 FOURTH STUDENT SAMPLE

While Australia is said to be a very accepting, tolerant, multicultural country, one must not be biased and see only one side, as people of Australia have very contrasting ideas about the proficiency of English in Australia, especially regarding immigrants's one. This thus affecting social cohesion between communities all around in Australia, as revealed in text 3, through the advertising of Optus in the Arabic language ~~xxxxx~~ that brought tension, just like in text 4, commenting on this event negatively as well, however text 5 contradicts their points of view through a pie graph analysis of English proficiency of immigrants arriving in Australia.

Throughout text 3, we obtain very contradicting opinions about various individuals, about proficiency of English in Australia. Text 3's reason for this social tension was that an advertisement from Optus was made in the Arabic language, as some individuals like Virgil Tracey labelled this as an atrocity as 'people who live here are required to read, speak and understand English.' Mr Tracey, clearly stating that this needs to be implemented in order to keep up Australia's English proficiency and keep it as its primary and only openly spoken or written language. However this opinion was contradicted by Dan, who stated that Australia does not have an 'official language but it did have 200 languages before English' declaring that English was not Australia's primary language and therefore we should accept other languages and welcome them, such as the Arabic one from the advertisement that clearly was aiding the Arabic community with still lacks English language proficiency. This opinion was supported by Reuben Cheek who stated that we are all migrants, excluding the Aboriginal population, and that one should show 'the compassion this fair country has had. He is demonstrating with Dan, that we all had a low English proficiency, and that so we should help them and include them in whatever way we can.

During text 4 Mr Nguyen states that he is against the issue in text 3, declaring that 'we are Australian and language is English', therefore each individual should learn it, as he, himself arriving 19 years ago had to learn the language and was never helped using his maternal tongue to access Australia services, and so he learnt to 'fit in' and so that all should do this too. His wife contradicts his views and states that we are a multicultural, democratic country and that immigrants should be encouraged to speak their maternal language and still feel respected. Therefore both opinions colliding about the language proficiency of English in Australia by immigrants, as one believes they should work hard for it and have a high level, as this is Australia not their past homelands, while on the other hand it encourages multiculturalism and acceptance, regardless of their English proficiency.

To continue, text 5 demonstrates using a pie graph the language proficiency of immigrants arriving in Australia in 2015. It demonstrates that nearly all coming immigrants had a high or functional English language proficiency, and that only a very small minority had a limited/no language proficiency contradicting past stereotypes of immigrants's lack of adequate English. This illustrates the fact the most have a appropriate level of English proficiency and that in text 3, the advertisement was clearly intended for minorities to help them access the same benefits as adequate English speakers.

These texts all have very different facts and opinion about the English language proficiency of immigrants. While it may be seen as racist to demand that all advertisement must be in English in Australia, I believe this is not racist yet simply logical, as we live in an English language country, and one should adapt to its environment and therefore language. I experienced this dilemma too as I arrived in this country, from my home country France, and I am glad advertisements were in English as I was then pushed to improve my extremely limited English language proficiency to eventually 'fit in' to this Australian community. Therefore all immigrants's English language proficiency is different, and so each should be helped to excell in English and not pushed down, while still keeping their mothertongue and therefore their culture.

COMMENTS

Commendations:

- This is a very different sample as the student has successfully used a textual analysis structure to synthesise the facts and opinions presented across all three texts.
- Good self-editing for clarity/ logic (e.g. topic sentence of first main point).
- Identifies main points of view in each text.

Room for improvement:

- The identification of the overall issue being discussed could have been a bit clearer in the introduction.
- This student has successfully included their opinion at the end of their synthesis, but perhaps more nuanced responses would be produced if their opinion was given in response to each main point as well.
- Generally, a thematic analysis provides a more sophisticated analytical structure.

GUIDELINES

In this section of the paper you have the opportunity to demonstrate the range of writing skills you have developed during the EAL/D ATAR Course. The extended writing response is very challenging because it requires you to be in control of a number of different skills and processes. These are complex skills that require a lot of practice. Do not think you can learn to write well in English in a few weeks before the exam. The best practice is to work hard in the EAL/D Course throughout the year. Ask your teacher about your areas of weakness and work on them, patiently and diligently. Go through old EAL/D ATAR Course Examination papers to get a sense of the kinds of topics that have been asked in this section over the years. Practice answering some questions from this section within a strict time limit of 55 minutes, and ask your EAL/D teacher to comment on the strengths and weaknesses of your answers.

Do not attempt to reproduce pre-learnt responses. The EAL/D ATAR Course Examination is not a test of your knowledge of specific information relating to a particular topic, but rather a test of your ability to use the English language in an appropriate way to respond to the task.

How to prepare for this section of the paper

The main skills you need to practise are:

- developing a line of argument or thought that addresses the key requirements of a given topic;
- writing for a variety of purposes and audience, choosing the structure, language and organisational features according to the intended audience and purpose. The format and language of a letter for example, are very different to those of a report;
- presenting ideas in a logical order and developing a well-structured response to the question;
- stringing ideas together coherently through effective topic sentences and appropriate conclusion;
- using well developed sentence structures, paying attention to consistency of tense, voice, subject/verb agreement, correct spelling and punctuation;
- using varied sentence structures, including a range of embedded clauses and different sentence openings;

- extending your range of vocabulary to allow appropriate and precise expression of ideas; and
- producing text within a time limit.

Before Writing

1. Choose a topic that you know something about, so you can develop ideas using evidence and examples. A marking discriminator will be your ability to develop a clear line of thought or argument and your capacity to support your ideas with relevant detail.
2. The question will generally indicate the genre required for the response. Make sure that you are familiar with the appropriate generic and linguistic features of different writing genres and make a conscious effort to demonstrate these explicitly in your answer.
3. Read the question very carefully to understand all its requirements. A question may have several parts and you are expected to respond to all the separate components. Underline or highlight the key content words. Look carefully at the instructions, identify the genre required and note words like 'explain', 'discuss' and 'compare.'
4. Plan your response by developing an organisational framework to match the wording of the question. In the 55 minutes allowed for this question, it would be appropriate to spend 5 – 8 minutes of this time planning. A short written plan, while not attracting formal allocation of marks, enables a more tightly constructed response.

During Writing

1. Think carefully about how to begin writing and how to establish your point of view. If you are writing an essay make sure you have stated your thesis clearly in the introduction.
2. Aim for a good balance between argument, developing ideas and providing supporting evidence.
3. Use your plan as a basis to set out your discussion/argument into a logical sequence of paragraphs that flow together. Remember that coherence in English is developed thought making explicit the connections between ideas in sentences and paragraphs by using a variety of cohesive devices.
4. Aim for clear communication of ideas. Think about varying sentence openings and length. Use vocabulary, sentence style and tense appropriate for the genre and task.

After Writing

ALWAYS allow five minutes at the end to edit your work. Check such things as appropriate use and consistency of tense, subject/verb agreement, plurals, articles, spelling and punctuation.

ACTIVITIES

QUESTION INTERPRETATION

Use the questions provided to deepen your understanding of how to read a question.

Without reading the comments, read each question, highlighting the key parts. Use this to construct a brief plan or outline of the major points your answer would include.

Then, read the comments provided and see whether your interpretation of the question was correct. Discuss this with your teacher. Check your outline and see if you have managed to cover all the required elements of the question.

PRACTICE WRITING

Without looking at the sample answers, write your answer to one of the questions.

Then read the samples, comparing them with your own. **Use the table in Appendix 1b** to record your analysis. Then read the COMMENTS provided in this booklet.

EDITING

Even the best answers can contain some errors.

Part 1. Reread the sample answers and mark any errors you find in

- Spelling
- Punctuation
- Grammatical expression
- Choice of words

Compare your corrections with those of others in your group.

Part 2. Examine the self-corrections by the candidate.

Identify the reason for each change: which of the categories in Part 1 does it fit into?

Do you agree that each correction needed to be made?

Part 3. Pair up and mark another student's attempt to answer the question from within your class. When you have finished correcting each other's work, discuss the comments you have made with your partner.

EXAM SECTION THREE: EXTENDED WRITING

(25 marks)

General Comments

Interestingly, the 2016 Extended Writing questions did not include a text-based personal response essay, unlike other recent years. From the essays (Questions 23 and 26), though, it was apparent that some students were unable to let go of that text type which they had practised in class. This meant the inappropriate use of the first person and inclusion of personal anecdotes in a formal essay.

Another significant point of confusion in this year's questions was the use of "or" in two questions, Question 23 and Question 24. Most candidates were unable to identify this as signaling an either/or choice, wrongly assuming they needed to evaluate both options. This meant that most candidates who picked these questions lost many of the possible marks for Criterion 1, as they failed to "address the key terms of the task". Question 22 also had an "or" but candidates were generally able to interpret this yes/ no-type question.

Some answers were largely rote-learned and didn't address all aspects of the question or did so very superficially. This was most common for Question 26, where students tried to use rehearsed Language and Empowerment essays. If you merely memorise and write down a response on a prepared topic, you will be significantly penalised. Markers look for your ability to respond to an unseen question, clearly addressing all parts. Criteria 1 and 2 specifically examine this skill. Taking time to analyse the question and write a brief plan can be invaluable.

Other candidates lost significant marks in Criterion 2 because they failed to give the required text type sufficient consideration. Candidates' use of text types seemed better than last year, however, not enough use of persuasive language techniques was evident in the letter (Question 22) or speech (Question 24). In Criteria 2 and 4, markers look for a specific sense of audience and purpose, and writing with the correct style and register. In addition, whole text cohesion and good paragraph structure is a requirement of all text types. This was frequently lacking.

A disturbing number of candidates failed to cite the title and author/ director of each text to which they referred or did so incorrectly.

There were, nevertheless, many excellent Extended Writing scripts and some of these follow.

Question 22 (25 marks)

Australians are known as charitable people.

Write a **letter** to the editor of your local newspaper in which you discuss whether people should help the disadvantaged. In your letter, explain why you believe that they should or should not be helped.

Deconstructing the question

This question is in two parts. The first part is a factual statement of information about the topic. This statement functions to give some background to the question below, offering the candidate some cultural context to explore in their letter.

The second part specifies that the candidate take a stance either for or against the provision of charity. It makes this very clear, restating the instruction in other words in the final sentence.

The second part also indicates that you must write a letter, and therefore demonstrate knowledge of appropriate conventions, such as a salutation and date. An address is not essential, although it is standard to include at least the author's full name (preferably invented) and suburb.

Your style and tone must also show an awareness of audience (a newspaper in general circulation means a broad public audience; a local newspaper indicates a less formal, more community-minded focus) and purpose (letters to the editor generally identify concerns and make recommendations).

Such letters need to be fairly concise, unlike an essay, but not overly short, unlike some actual letters to the editor. The letter must be long enough to demonstrate a breadth of language use and develop a detailed discussion of whether people should or should not help the disadvantaged, with relevant supporting examples, thus meeting exam requirements.

General Comments

This was equally popular with local and overseas candidates and both strong and weak candidates alike, while not being especially popular overall.

Most candidates ignored the opening statement, which would have added depth to their discussion and could have allowed them to draw on their understanding of Australia as a cultural community.

Common errors

Unfortunately, quite a few candidates failed to look up keywords in a dictionary when they clearly needed to, resulting in letters about “why we should help the disabled”. Either this or weaker candidates failed to flesh out three diverse main points about disadvantage to discuss in their letters, which would have been ideal, and dwelled instead on multiple aspects of disability.

Poor use of genre: some responses were essays with a ‘Dear Sir’ in front. A few completely misunderstood the purpose and audience, taking it to be a formal letter to an individual editor, to whom they made suggestions. This error was most evident in the introduction or conclusion, particularly in the last line which unavoidably reduced marks.

Some responses were far too superficial, clichéd and lacked evidence for the point of view. Typically, these responses drew largely upon the information on homeless people or poverty in developing nations from Texts 1 and 2 in the Listening section of this examination. Perhaps this question was appealing to weaker candidates because it did not explicitly require prior knowledge or relate to texts or the course. Planning was rare for this question.

Q22 FIRST STUDENT SAMPLE

Planning

Recently read article three .. states that helping disadvantaged are a waste of time and money

My Opinion: people should help the disadvantaged because ..

~~human~~ Disadvantaged .. not only those who are physically disadvantaged -> some includes ppl who have loss their parents (orphans), poor, homeless, natural disaster not by choice -> by nature.

Disadvantaged deserves to be helped.

① part of Australian culture -> XXXXX/identity of Aus -> help in times of need -> eg. Queensland flood, help each other, many homeless -> esp during natural disaster.

② deserve basic human rights -> wheelchair bound/blind parking lots/walkway (grained) for blind -> gov. infrastructure -> support these people

③ right to be educated -> special programs for those who are autistic born with ADHD, dyslexia, brain damage, down syndrome, deserve an education -> basic rights -> special education programs, make them feel special -> future ahead.

④ help the homeless -> suffer from domestic violence/drug abuse -> health wise -> raise funds all humans -> no one better than the other, yet those of higher authority believe they deserve more.

ANSWER ->

The Editor,
The West Australian,
PO. 6156
Osborne Park WA

2nd November 2016

Dear Editor,

I recently read the article "Why Help the Disadvantaged" published 2 weeks ago and I disagree with its content as it states that the disadvantaged should not be helped as it is a waste of time and money.

What does it mean to be disadvantaged? Being disadvantaged is not limited to those who are physically disabled or are physically and mentally disadvantaged but includes those who are homeless, ~~stuf~~ those who suffer from poverty, children who lose their parents in war, people who lose their homes and families in natural disaster and so much more. Yet, some people are outraged that these disadvantaged people should not be helped. In my opinion, these disadvantaged people are the ones that require our utmost attention and help in their times of need.

Disadvantaged people should be helped because it is part of our Australian culture and identity. It is what ~~xxxxx~~ and builds Australia as a community. Australia is ~~close~~ always represented by the world as a country of 'mate-ship'. This mateship is not restricted to just having a 'mate' to go out with every weekend but to help each other in time of need. An illustrated example was during the Queensland flood in 2011 where many Australian lost their homes and families. These disadvantaged families could only rely on society and the government to help fund them in their times of need and, in a natural disaster. It is an unspoken fact that being disadvantaged is never a choice but happens by chance. In times of natural disaster, disadvantaged people need our help as a local community to help them look for a new home and to support them in times like these.

On the same side of the coin, disadvantaged people such as those who are physically disabled because they were born disabled or because of an unfortunate event such as an accident need our help to. Medical services to treat these disadvantaged people usually cough up a medical bill that can hit sky rocket. As Australian citizens, we can help support these disadvantaged people by organizing funds for them and to raise funds such as through a charity event. A recent example would be my neighbor who is raising funds for her uncle who lost both his limbs in a recent accident in Sydney. ~~The~~ This shows that many of these disadvantaged people require support and it is our job as a community to do our best to help them in every way possible.

In addition, disadvantaged people are humans too who deserve basic human rights. Such as rights for an education. Some disadvantaged children and students such as those who are mentally disabled, have autism, ~~have are~~ have down syndrome, deaf or blind all deserve the right to be educated. These children have a lot of potential in them ~~dis~~ despite their disability as these children deserves a bright future ahead of them to. As a community we should help them by providing access to special education programs meant for disabled children and train young teachers who share the same passion for these children to coach and teach them, even if it means staying in school for 2 extra years as ~~everyone~~ as humans, we ~~uu~~ have the right to be educated and to ~~have~~ ~~a-deserve education~~ learn new things as learning is not an overnight process

Another reason ~~xxxxx~~ why disadvantaged people should be help is because these disadvantaged people should have the same right to experience the real world ~~such~~ as us. This includes those who are blind and are wheelchair bound who have the right to go to shopping malls, take a walk on the street outside, go to the park and beaches and many more. Although many government infrastructures have been designed to help these people such as special parking lots for wheelchair bound citizens and dotted pavements on the sidewalk to help the blind, ~~those-xxxxx~~ ~~to-xxxxx~~ we should do our part as a community to do the best we can to help them, such as helping a blind man cross the road and giving way to those who are in a wheelchair. As there are many citizens that still ~~park~~ park in the parking lots designed for the disabled, we should be more aware of our actions because our actions may affect those who are disabled and disadvantaged.

Homeless citizens are also considered disadvantaged as they struggle to find shelter for themselves ~~outside-world~~. These homeless people ~~xxxxx~~ deserve to be helped as ~~xxxxx~~ it is the basic human right for everyone to have a home. Many of these homeless people are homeless because of poverty and domestic violence which lead them into having drug abuse ~~and~~ and this issue links with the increasing crime ~~hates~~ ~~xxxxx~~ in Australia. As homelessness only leads to negative externalities, this is all the more why we as citizens should do our best to hook them out of this ~~abuse-abus~~ ~~abyys~~ and to provide them with a new hope and a future as it will benefit our nation in the long term.

All in all, disadvantaged people deserve our help and concern. Our ignorance and selfishness will only lead to the division of a nation. So, as responsible and caring Australians, we should put our differences aside and to take a step forward towards restoring humanity by helping one another out. Thank You.

Yours Sincerly,
Jane Doe

COMMENTS

Response to question and provision of support

- An excellent plan assists in the organisation of ideas prior to writing.
- This candidate is confident of their ability to answer the question, including four main points and an extensive introduction.
- This response delves into the question with a multifaceted and detailed definition of 'disadvantaged'.
- There is pertinent use of Australian examples in the first body paragraph with mention of Australian culture. One other example is obviously prompted by the Listening section of this examination.

Structure of response (organising the answer)

- The candidate follows correct generic guidelines, both regarding layout (such as inclusion of address, date and salutations) and content, with a strong introduction giving the reason for writing and stating a thesis.
- This response displays very clear paragraph structure and cohesion.
- The use of persuasive language techniques is evident in the appeals to the audience with inclusive language ("our help"; "we") and patriotism ("As Australian citizens").

Language use

- This candidate shows s/he is willing to be creative with language, as seen in experiments with vocabulary and idioms: ("cough up", "skyrocket").
- The quality of the writing does not suffer despite occasional lapses in the use of: capital letters, verb tense ("should be help"), spelling ("abyys"), uncountable nouns (e.g. infrastructure) and linkers.

Room for improvement

- Occasionally poor handwriting obscures the meaning of words (not evident in the transcript).
- Perhaps three body paragraphs on the disabled is too much, given the breadth of disadvantages outlined in the introductory paragraphs.

Q22 SECOND STUDENT SAMPLE

4 [.....] Way,
[.....] WA 6 [.....]

2nd 2 November 2016,

The Editor,
The West Australian,
Perth WA 6133, PO BOX 19,

Dear Editor,

~~Australia is known for its significant values~~ Australia is known as a land of prosperity and opportunities, yet what happens to those without access to those opportunities? Those without a say? The disadvantaged of our society? ~~It is also known true that~~

It is also true that Australians are known as charitable people and that is why I wish to respectfully ask ~~the Australians~~ the people across our community to prove it. Helping ~~those~~ the less fortunate is an innocuous act that can go a long way in regards to the betterment of those people's life. Such altruism, I believe, can be propagated on an individual basis, a societal level and also through the work of the government.

As human beings, we feel the need to connect to people and as a result, it often requires us to feel empathy. It is that empathy that can help to bring about a change in ~~the~~ our lives and ~~put~~ suspend our own ego. I believe that by putting ourselves in the shoes of the beggar on the street can ~~be~~ make us realise their ~~xxxxx~~ need for help. ~~It can be through simple~~ As individuals, simple gestures such as donations; whether it being money, food, clothing or other essential items, can help diminish the dramatic discontents of the disempowered.

Furthermore, ~~xxxxx~~ our community as a whole can help to alleviate the daily struggles of the disadvantaged. For instance, organising free food outlets for the homeless or through the donation of stationery to children who cannot afford it whilst attending school. ~~If we have~~ We often take our mundane resources and opportunities for granted. If we possess items or appliances; for example, in excess, why not donate them instead of throwing them away? I strongly believe that through effortless and unselfish behaviours and acts as a community; and a society, that it is possible to help those with less resources, opportunities and luxuries.

Lastly, I stand firm regarding the vital and undeniable role of our government when it comes to changing the ~~life of~~ lives of those at the bottom of the hierarchy. Through educational campaigns and programs, I believe the government can implement strategies to raise ~~the~~ awareness about this issue across our community from a very young age. The government can also help fund voluntary organisations and associations which are involved in helping the disadvantaged. Additionally, a positive

action that the government has already initiated and which I firmly support, is the development of job-seeking communities. In fact, 1300 new employment opportunities are being created every month.

Therefore, it is clear that we do not lack imagination and ideas regarding the actions that can be taken to help the disadvantaged. Thus, the impetus towards the betterment of our society begins with the will to help the less fortunate. Although the journey might seem intractable at times, maybe this is the unintelligible essence of life itself; our ability to dig deeper within ourselves in order to unfold what truly matters; the transcending notion of altruism.

Yours faithfully,
John Doe

COMMENTS

Response to question and provision of support

- The 'plan' is more of a brainstorm of what keywords mean in the question, which is also a useful – if not essential – exercise.
- This is a solid exploration of what forms help could take.
- The summary of Australian history and culture is appropriate as the question says "for your local newspaper" and this candidate is overseas.
- Again, this excellent response has taken time to focus on the question's opening statement about Australians, their identity and charity.

Structure of response (organising the answer)

- This structure is fairly unusual as the topic and thesis only become clear in the second paragraph.
- The candidate's use of persuasive language techniques suited to this text type is evident in the use of rhetorical questions and inclusive language ("every single one of us").

Language use

- A wide range of vocabulary is used ("naivete") and it is very fluent ("the advent of social media").
- Minor lapses in verb tense control (e.g. past tense instead of present perfect), spelling, and run-on sentences do not attract penalty.
- Occasionally the tone is a bit speech-like in its colloquialisms ("you name it"). Although a letter to the editor can include idioms, it remains a formal piece of writing.

Room for improvement

- The plan could be improved by organising ideas into main points.
- The layout could also be improved by including an address and date.
- Paragraph cohesion and use of topic sentences could be further developed.

Q22 THIRD STUDENT SAMPLE

Planning for Question 22

a fair go

colonial settlement — accepting people from all over the world

people should be helped

we are social beings — can't be alone

everyone deserves....

many people define 'help' in material terms

cause people to be dependent, lazy, take advantage

help does not come in just material terms

empathy, doing what you want others to do to you

kindness — human nature

responsibility

world will be a better place

Dear Editor,

Australia's people have a very intriguing mindset, in which every person deserves 'a fair go', an equal opportunity. This rings true throughout Australia's history. Australia started out as a penal colony. One interesting fact about this is that after criminals had served their terms, they were often allowed to have a fresh start, going on to own property, businesses or even start a family. Then there were people going to Australia in search of a better life, be it the gold rush of the 1800s or migrants seeking asylum in Australia today. Certainly, Australia is no stranger to people from all walks of life who have received some form of help.

One might say that many early settlers in Australia were disadvantaged, but how then did Australia become the nation it is today? I would say that they got some help along the way. I am pretty sure most people would not disagree with me when I say we all needed some form of help more than once in our lifetime. Despite that, some people believe that the disadvantaged should not be helped, and I am appalled by it. I personally believe that the disadvantaged should be helped at all costs. Why do I say so? Firstly, it is because all of us need it as at some point, as I have said before. It is a fact of life that every single one of us will face ups and downs in life. No matter how hard we try to avoid the 'downs', it is inevitable that we would face them. Sometimes, it can be devastating: natural disasters, getting laid off a job, death of loved ones, bankruptcy, addictions, you name it, someone out there is going through them. So I do not see why we collectively, cannot show love, care and offer help to the disadvantaged, to everyone. Can we not show some basic human decency

to help one in need? Yes, I am aware of it is in our nature to be selfish, self seeking; evolution has made us wired for self preservation. We need to move beyond helping ourselves or only helping those we love. We need to work towards a greater good where we can offer assistance without expecting anything in return. We humans have done so much from what it means to be human. Offering help to someone might just be what someone needs to get back up on their own two feet again. The impact of offering help to anyone, no matter how amazing or miniscule, could transcend far beyond here and now.

I am aware that most people today would scoff at my naivete. In fact, I am not surprised. Today's world has turned us cold and cynical, which is exactly why we as society need to learn to offer help to the disadvantaged. It is exactly the warmth we need in this cold, disconnected and unforgiving world. Over the years humans have lost their ability to empathise, especially with the advent of social media and technology. We need to learn to put ourselves into other people's shoes and see things from their point of view. Would you not want people to offer you help if you were in a difficult position? This is adding to the fact that we are social beings, no man is an island, no one can make it through life alone, we all need each other. We have to learn to embrace this fact once more.

Still, many people do not wish to offer help to the disadvantaged because they fear their good intentions will be taken advantage of. Some fear receivers of help will become lazy, or too dependent on other people's good will. To refute this claim, I believe that this can be avoided if true help is offered. You see, help does not come in material things alone. It can come as emotional support - a shoulder to cry on, encouragement, teaching, patience, a listening ear and so on. We should not focus on just the temporary aspects of 'help' but seek long term solutions to problems faced by the disadvantaged. We need to be sincere. These are people of equal worth as us, they deserved to be helped, they deserve dignity. For example, the government or organizations could invest in skills trainings for the jobless and homeless. We as society can offer help by not discriminating and being accepting. After all, we are all humans with our own flaws and imperfections.

The state of this world is shocking. Apathetic attitude is spreading amongst so many dev in populations as humans develop. We cannot stand by the sidelines. Actions need to be taken to solve the many problems plaguing our world today. The disadvantaged simply cannot be left alone. The good of humanity is everyone's responsibility. If we take heart, carry our burdens and do our duty for the greater good, I believe the world will be a better place. Even if it is just a smile or a hug, no matter how small, it makes a difference.

Yours Sincerely,
John Doe

COMMENTS

Response to question

- Thoughtful analysis of what prompts humans to help others and briefly considers the form help may take.

Structure of response (organising the answer)

- Correct text-type features.
- Use of persuasive language techniques with appeal to the audience, including rhetorical questions.

Language use

- The candidate demonstrates a stupendous range of English vocabulary and excellent spelling ("altruism", "innocuous", "mundane", "intractable", "propagated").
- There are occasional minor lapses (e.g. subject verb agreement: "those people's life").

Room for improvement

- The introduction could have given a context for writing, for example, being prompted in response to an earlier letter to the editor or article.
- The introduction could also have previewed the main points to follow (perhaps missed out due to the lack of a plan).
- The response could benefit from better use of linking words, such as in the Introduction (using "it is also" despite no prior points having been made).

Question 23 (25 marks)

Sometimes people disagree with one another because they are of different ages or because they use language in different ways.

Write an **essay** in which you discuss this statement, referring to at least **two** texts you have studied this year.

Deconstructing the question

Formal essay format is required.

Students need to choose between discussing conflict between people caused by age or through language use, not both.

Evidence must be drawn from at least two texts.

General Comments

This was not a popular question.

Out of the top scripts read for this question, none answered the question properly because all discussed both aspects of conflict between people instead of just one. On estimation, this cost candidates up to twenty percent of their marks.

Candidates rarely interpreted 'language' as other than Languages as in first or additional language, ie considering the role of English language choices in conflicts around class or gender.

There were some good analyses of generational conflict when candidates were discussing the 'age' statement.

Essays covered a rich range of texts.

Common errors

There were many errors due to students ignoring the "or" in the question, as mentioned above. Occasionally a response managed to be excellent despite discussing both causes of disagreements. An example would be when a student has focused mostly on language and then introduced 'age and language' as a third main point.

Occasionally, this response saw candidates try to force inappropriate texts to suit this question, for example, using The Castle to discuss age-based conflict. This is where a few minutes of careful planning and consideration of how to best answer questions before writing can pay dividends.

Q23 FIRST STUDENT SAMPLE

Language and the age gap are critical factors in society, and, if either one differs from the familiarity or liking of an individual, the effects can be detrimental. 'The Relative Advantages of Learning My Language' by Amy Choi and 'The Beat of a Different Drum' by Simon Tong are two presumed autobiographies incorporated in the anthology Growing Up Asian in Australia edited by Alice Pung. (2002). The short stories detail the experiences of new migrants immersed in Australian society and thus ~~their, tra~~ traces their battles and struggles with the language barrier and the generational gap. ~~Thus~~ Conflicts within a family or within a community can stem from the age gap or simply arise because of the differing ways language is used in society.

Upon arriving in a new community, individuals that are parts of the new waves of diaspora, or leaving their country's behind are other reasons may find themselves in disagreement with members of the new society. Simon Tong's short story 'The Beat of a Different Drum' reinforces the notion that language ~~use~~ used for the purpose of undermining an individual can spark disagreements. Immersed in the new society, Simon Tong was initially bombarded by his peers invasively questioning him with the use of stereotypes such as 'do you eat dogs' or 'did you come here by boat' which resulted in a growing sense of dissatisfaction for himself as an individual or he did not have the ~~world~~ ability to defy stereotypes forcibly placed onto him. He reveals, 'I did not have the words to argue, to cajole or control'. Thus, even though he disagreed with the false accusations labelled onto him he could not fight back. The short story therefore illustrates the role offensive language has ~~when used to in the form of insults or often~~ to intimidate an individual and thus placing them in an inferior position in society.

Individuals can be amidst conflict when they are of different ages. This notion is reflected in Amy Choi's 'The Relative Advantages of Learning my Language' which deals with the shifting familial dynamic of new migrants in society. Amy Choi reveals her sense of disregarding her mothertongue, which was Chinese, as she felt it was unimportant in ~~dealing~~ the Western society. She expresses, 'I didn't see the point in speaking Chinese, we lived in Australia now'. This disregard for her mothertongue quickly saw the erosion of her cultural identity, and thus resulted in her growing further and further apart from her cultural heritage, and the dissolving of the essential agent that binds an individual to their cultural identity, which is language proved to have detrimental effects to the individual and their family. Amy reveals the increasing tension felt within her home as she gradually became disconnected from her family as ~~she used language~~ she had not used language as a tool to bind her to her ethnic origin.

Furthermore, in Amy Choi's assumed autobiography, she reveals the conflict she had faced with her ~~gran~~ traditional Chinese grandfather who was much older than her, thus creating a source of tension and frustration for Amy. She reveals she had developed a feeling of frustration toward her grandfather and this quickly translated into acts of intolerance she had as a means to combat the age gap that was so evident between the two individuals. Her grandfather's inability to integrate into modern society due to his sentiments of remaining faithful to his Chinese culture fostered an element of frustration within Amy, and thus resulting in her disagreeing with the lack of progressiveness of her grandfather. His lack of comprehension for the language valued as the dominant language which was English in Australia further cultivated sentiments of anger and led her astray from her grandfather. In many circumstances, when ~~families~~ immigrants migrate ~~with fam~~ into a new society with different cultural beliefs and in particular, different languages, the result can be a shift in familial dynamic in which the younger generation, who ~~are~~ typically integrate into a society better are placed more dominant than the older generation, who, very often lacks the ability to fully learn the language of the society. This notion of degradation and demise of one's self sufficiency is also portrayed in Simon Tong's short story where he briefly recalled her encounter with two peasants at the airport relying on him to buy them a meal as they did not have the necessary language proficiencies to do so. This ultimately resulted in a feeling of disgust and repulsion by Simon Tong toward these individuals due to their ~~lack~~ing debilitating ability to grasp the dominant language of a society as they were older and freshly immersed in Australian society.

One can be subject to disagreements if there are differing ways that another individual uses language, or due to a generational gap. The debilitating ability for many to learn a language has been a source for many ~~chie~~ conflicts.

COMMENTS

Response to question

- Excellent use of textual evidence and balance between the two texts discussed (two points each).
- Clear interpretation of evidence to support thesis and topic sentences.
- The candidate manages to maintain focus on language (regarding ethnicity) despite also bringing in age.

Structure of response (organising the answer)

- Good provision of text details in the introduction, as well as a brief text synopsis.
- This candidate displays both strong content knowledge and command of the text type.

Language use

- The use of English language is at times magisterial, e.g. "the dissolving of the essential agent" or "shifting familial dynamic".
- Strong command of collocation and subject-specific vocabulary, e.g. "spark disagreements", "bombarded invasively" and "new waves of diaspora".
- There are minor errors (e.g. "country's" for "countries"), including occasionally with syntax.

Room for improvement

- The thesis statement could be clearer.
- The conclusion should restate main points and text details.
- Topic sentences need further development to improve cohesion. For example, the topic sentence in body paragraph two focuses on age but the context of the paragraph is more about ethnic identity.
- There is no plan (unmarked), which may have led to the above error.

Q23 SECOND STUDENT SAMPLE

As xxxxx healthy human beings, we have grown both physically and mentally, developing and adopting our own set of morals, principles and beliefs. By having superior intelligence among all other living beings, we are able to think critically and rationalise. But, as each of us are unique, and conscious of our own beliefs and others, we more often than not find contradictions and disagree from one another. Why is that?

I believe that we disagree based on different beliefs, you are free to disagree with this statement as is your freewill to do so but first, let me reason why does this happen. People of different ages lived the entirety of or most of their lives in different times, conditions or places. And from these variables, they may come to develop different ideas and beliefs as to how the world works. For example, back in 1930s, in the setting of the text that I have read the Book Thief, Liesel lived in a time where the Nazis were at the peak of their power. Liesel disagreed with Nazi Ideology that books and Jews were bad whilst Nazis wanted to burn them, both of them. The Nazis were of an older generation that survived World War I which in Germany lost badly and incurred huge fines and debt to the winning nations. Hitler and the Nazis blamed the Jews whom at that time monopolized banks and commerce that led to Germany's downfall, and also the intellectuals who sat idly by and blamed them for causing divide among Germans. Many Germans of that generation fell prey to Nazi propaganda often due to their experience and grievance.

In Liesel's Gen generation and so, the hatred of Jews books were unfounded as they have been exposed to different elements. Liesel have met with Max, who is a Jew who had taken shelter in Liesel's house due to a favor owed by her foster father. Through her experience with Max, Liesel have learnt that Jews aren't bad. Another example is that Rudy, Liesel's friend also came to disagree with Nazi ideology when Rudy experienced loss from the war namely his father and blamed the Nazis for dragging them in to war. From this, we can observe as to how of different age groups have come to disagree with one another due to different beliefs stemmed from different circumstances despite being of same community and language.

Whilst different environment and circumstances may caused disagreement, different languages or cultural background would cause disputes and conflict. Taking the text "Rabbit-Proof Fence" as an example, the aboriginal communities strongly opposed what the white people, xxxxx who tried to 'breed out' their race and language as seen in the Rabbit proof fence and in real life, 19th century Australia. The White people who mainly spoke English were attempting to breed out the aborigines by xxxxx abducting half-race or "half-caste" children from aboriginal families so that they can be "reeducated" in a cruel way. The children at Moore river settlement were not allowed to speak their own language freely and were trained to speak English and, pray and do housework so that they could then be exploited as domestic workers. xxxxx xxxxx xxxxx

The treatment of the aborigines were so cruel and as such, the aborigines disagreed with such treatment. Disagreeing is more like an understatement in this context, more like, deep-rooted-hatred-that-will-last-for-generations-xxxxx that-xxxxx the-effects-still-xxxxx are-visible-after-a-century kind of disagreement. Anyways, the story begins also showed the aborigines distaste for white people when Molly said "I hate them. I hate them... make my skin crawl." This disagreement is also founded by the restrictions that were imposed on her that is that she can't speak her language freely and forced to speak English at all times. Her disagreement with the treatment ~~aside~~, language restrictions and her longing to be with her family and community then motivated her to escape the settlement along with Gracie and Daisy.

If language is unique to cultures and ethnicities, ~~that~~ this also ties back to how ~~well~~ different beliefs and cultures can cause disagreement and ~~then~~ furthermore, conflict. Each culture has their own set of beliefs and so, taking the Rabbit Proof Fence into context, ~~The~~ the white people and the aborigines do have different cultural backgrounds and beliefs. The aborigines just want to be left alone and are content with their traditional way of living. But in contrast to ~~the~~ the white people's culture of that time, they ~~belief~~ believed that English is the superior language and their culture and race is superior to the aborigines. Hence, a conflict of interests happened.

Looking back on history and even modern day examples of conflict, disagreements and disputes, disagreement is inevitable, even if one day we miraculously ~~somehow all speaks the same language~~ somehow wake up one day speaking the same language, look the same and age the same, will find something to disagree on by noon. ~~Then~~ The only thing we can do is to be tolerant of others and be mindful of what we say or do so as what may be inoffensive in ~~xxxxx~~ to us, may be offensive to ~~you~~ others.

COMMENTS

Response to question

- A broad and thoughtful response to the larger question of why people disagree. Unfortunately, it attempts to deal with BOTH aspects of the question.

Structure of response (organising the answer)

- The excellent introduction offers brief context of texts (setting/ synopsis).

Language use

- This is an eloquent and captivating piece of writing. The sophisticated and creative use of hyphens demonstrates exemplary control of the English language ("deep-rooted-hatred-that-will-last-for-generations-that-the-effects-still-are-visible-after-a-century kind of disagreement").
- Rare syntax or vocabulary errors do not affect the mark, except perhaps misuse of the present perfect tense (e.g. "Liesel have met").

Room for improvement

- Unfortunately, some time is wasted retelling the Nazi context, with which one could assume the examiners are already familiar.
- Full text details are needed in the introduction. The inclusion of authors and a preview of main points is useful as a signpost for the reader.
- Avoid use of the first person in formal writing ("I believe that we disagree").
- Avoid starting sentences with "And".
- Aboriginal needs to be capitalised.
- Work is needed on better concluding sentences. Preferably avoid ending a paragraph with evidence or analysis of evidence; tie it all back to the topic sentence (and thesis).

Q23 THIRD STUDENT SAMPLE

Conflicts arise from disagreements. Conflicts are something that everyone deals with almost everyday. In a psychological point of view, conflicts ~~are be~~ arise because two parties ~~whether gr~~ whether groups or individuals have opposing thoughts, ideas or beliefs. Various research have been carried out where the results were almost similar, the most amount of conflict arises between two age groups or of different cultures.

It can be clearly seen that a difference in age group can cause a lot of disagreement. For example, it is far too common to see ~~a mother~~ parents disagree with their teenage child. This is because of the vast difference in their age group. This difference can be termed cohort effects. ~~A cohort~~ In simple terms, cohort effects arise because different age groups or different generations undergo different environmental and societal changes. We cannot expect what we go through as teenagers to have happened to our parent's or our elders when they were teenagers. ~~A clear~~ In this day and age, most younger generations has come to terms with homosexuality. This is because, it has become more ~~common common~~ common for people to form ~~relationships with the same sex~~ same sex relationships. It is normal to us. However, it is not normal for people of older generations. Thus, disagreements occur between these age groups. ~~We cannot blame~~ We do not have to conform to their perspectives but we ~~do not~~ cannot blame them either. Homosexuality is something completely foreign to them, hence, unacceptable. Cohort effects ~~cause~~ create a huge difference in the perspectives of older people and younger people. Based on the mediet film Bruce Lee Plays Badminton Too, a disagreement between Nic and his father can be seen. Nic is a young, overweight Anglo Saxon boy who aspires to be a famous badminton player. However, his father disagrees with his dream because in his father's eyes, badminton is for the weak-willed. He thinks badminton players can only be fragile and small, no big and tough like Nic. The film revolves around the discouragement of Nic's father on his effects in playing badminton. However, even though his father disagrees with him, Nic goes against his father and takes part in a badminton competition. According to Nic, times have changed since his father was young, and in the current day and age, badminton can be played by anyone of any shape and size. This shows a clear example in how cohort effects can cause disagreements between age groups. Nic's father probably grew up in a society where only small and thin people played badminton and bigger sized people like him and Nic played tennis.

Another reason why people of different age groups disagree is because of different moral and personal values. The 21-st century has been a true awakening for society on the brutality of racism. From unspeakable police ~~brutality~~ brutality to dismissed rape cases, the violence of racism has gone viral. This is because the younger generation has grown intolerant towards discrimination and ~~rasie~~ racism towards both themselves as well as their peers. A clear-cut example of disagreements ~~caused by~~ between age group on this topic is during the previous ~~US~~ American elections. ~~If~~ A higher percentage of young people voted for Barrack Obama as their president compared to the older generation who believed the president is and always should be white. This conflict arose because of the different personal values held by the younger and older Americans. The older generation tend to see a change as a menace while the younger generation are in fact more adaptable to change. Based on the film Australian Rules, the character of Blacky and his father highlights how different generations hold different values. Blacky's father is a drunken, abusive and racist man who believes that a man should hold all the power in the relationship granting him permission to abuse his family in any way he pleases. He believes it is his ~~god-given right~~ identity as a ~~man~~ white male. However, his

son is quite a contradictory character to him. Blacky holds ~~personal~~ many personal and moral values that completely contrasts with his father. He believes in equality among the aboriginals as well as the anglo saxon Australians. This can be seen when Blacky gets into a relationship with an aboriginal girl named Clarence. Even ~~blat~~ Blacky's best friend was an aboriginal. Moreover he is completely against the idea of his father abusing his mother. This causes a lot of tension between Blacky and his father ~~as~~ until he leaves home. Clearly, it can be seen that different age groups have different moral and personal values, which can cause a lot of disagreements between them.

Lastly, disagreements also arise due to the different uses of language. People use ~~diff~~ language differently, even the same language can be used in many forms and for many purposes. This can cause disagreements between people, mostly due to miscommunication or misinterpretation. Based on the text sticks and stones and such like, disagreements due to the different uses of language is clearly emphasized through the character Sunil Badami and his mother. Sunil is an indian boy living in Australia who is very upset with his name. He finds that the anglo-saxons of Australia find it very hard to ~~pronoun~~ pronounce his Tamil name resulting in them teasing him with the nick name 'Senile'. Sunil disagrees with his Tamil based name and makes an effort to change it to Neil. He does not understand why his mother had to include their mother ~~tounge~~ tongue, Tamil, while ~~name~~ naming him. Sunil's mother finds ~~about~~ out about Sunil's efforts in gaining an English name and ultimately is very dissapointed in Sunil. While arguing with her son, she mentions why she chose the name Sunil for him. In Indian culture, it is very common to name ~~the~~ children based on powers or strengths, it is somewhat of a belief that the ~~nam~~ name will somehow invoke the power into the child. ~~Just how Sunil's mother explained~~ Sunil's mother explained the meaning behind the Tamil name 'Sunil'; and how it ~~meant for t power~~ ~~po~~ was related to the power of Lord Shiva and mountains he recided on, once Sunil was aware of this, he became more understanding towards the use of his ~~name~~ birth language and why Tamil was so important to his mother. This text further justifies ~~why~~ how disagreements can come about when languages are used differently.

In conclusion, disagreements can cause various conflicts. ~~They~~ These disagreements root from the different cohort effects faced by different age groups, the different personal and moral values faced by different age groups as well as the different way language is used.

COMMENTS

Response to question

- A broad discussion of conflicts with a psychological focus.
- Body paragraphs focus on one aspect, age, despite mentioning culture in the introduction.
- Starts the first body paragraph with an interesting and original discussion of generational attitudes to homosexuality, although there is no text reference for this main point.
- Both texts are covered well throughout the essay.

Structure of response (organising the answer)

- A good general introduction but it is unnecessary to invent “various research carried out” as is typical in a feature article written under exam conditions.
- Clear topic sentences.
- Good, simple conclusion.

Language use

- Some use of subject-specific language (“cohort effects”).
- Solid grammar, spelling and complex sentence structures.
- Some errors, for example, with plurals (“parent’s”) and vocabulary (“media film” should be “short film”).

Room for improvement

- Retells plot too much.
- Full text details are needed, including directors. Titles should be correctly punctuated.
- The analysis of text 1 and 2 is too superficial. For example, no mention of the major theme of ethnicity in both films.

Question 24 (25 marks)

Celebrities have a powerful influence on young people.

In a **speech** to your class, outline what you see as either the positive or negative influence of celebrities on young people. Make reference to specific examples.

Deconstructing the question

The initial statement does not require students to take a stance.

The question underneath asks students to decide whether celebrity influence on young people is **either** beneficial **or** harmful. The response required is persuasive, not discursive.

The text type is a speech and the audience ("your class") is a very easy one to target, allowing for more informality and intimacy of approach.

Generic conventions include: use of the first person; direct address to the audience; rhetorical questions; the use of humour, emotive language and personal anecdotes to entertain and engage; and a tone which clearly differs from written essay-style English.

Students are asked to refer to specific examples, so they must draw on their general knowledge of celebrities, but not necessarily Australian.

General Comments

The speech genre is often a popular choice and this year it was the most popular, presumably because of the topic.

Candidates displayed broad general knowledge of pop culture and analyses of celebrities' moral positions was suitably entertaining for the target audience.

Better use of genre here, with candidates frequently employing rhetorical questions and other forms of direct address to the audience and personal anecdotes to entertain and motivate.

Common errors

One major error was that a small number of candidates misread "celebrities" as "celebrations". It is essential that candidates bring English dictionaries into the examination and know how to use them to check any keywords of which they are unsure.

Another significant error is that most candidates discussed both aspects of celebrity influence, rather than persuading the audience of one side. It would have been acceptable to briefly mention the opposing argument in rebuttal, but it was not appropriate to devote half the speech to each perspective; this cost candidates dearly in Criterion 1, "addresses the key terms of the task".

Q24 FIRST STUDENT SAMPLE

A very good morning I bid to Mr _____, and my fellow classmates. Today my speech would not be boring, I can ensure you. Kendall Jenner, Taylor Swift, Kim Kardashian. I'm sure all of you have heard of these names, be it on social media, TV shows or entertainment ~~news~~ news. They are mostly known for what they do, the juicy secrets about their lives, and their fashion. Whether you realise it or not, these people -not limited to the ones I have just shared, but celebrities in general - have an indirect and direct ~~impact~~ influence on the lives of young people, and the way they think, feel or act. However, more often than not, the influence towards young people is negative.

Take Rihanna for an example. Her Hi hit song, "Love the Way You Lie" paints a distorted image about how a boy lying to a girl is supposed to be romanticised, to be taken as 'an act of love' that is expressed differently most celebrities portray a bad reflection towards dating and marriage. Taylor Swift is known for the amount of men she's dated, ~~and~~ how she has 'swiftly' dumped them, and in a matter of days, gotten together with a different guy. And yet, most teenagers gaze at her beauty and aspire to be like her, famous and pretty and able to get all the guys in her sight. ~~The original element of Faithfulness is an important element of love, and yet these ee most celebrities which are looked up to by young people, do not portray that in their relationships, and as a result causing young people to have a distorted idea about relationships, hurting themselves and other people.~~

Moreover, celebrities also portray distorted images or ideas on how one's appearance should be like. Boys are pressurized to look 'ripped', girls ~~are~~ feel compelled to fit into 'size zero'. The fashion styles of certain celebrities that are shown on social media also ~~causes~~ drives young people to ~~be~~ feel like they re able to fit into the latest fashion sense. Sure, it can be freedom of choice, that young people are able to freely choose what they want to wear. But in ~~most~~ most cases, freedom of choice comes with a bit hint of discrimination as well. In high school, the 'fashionista' will come all dressed up in the latest trends, and those who aren't too concerned about fashion will dress up maybe in a t-shirt and baggy pants. At times like these, the ~~no~~ more fashionable group of people in school would make fun of those who aren't keeping ~~in~~ up with the latest trends. The bullied ones are hence, pressurised to fit into clothes they aren't comfortable with. In this case, it's not really a freedom of choice anymore, is it? The ripple effect celebrities bring to young people through their clothing and their lifestyle can reach a long way, and it's not necessarily beneficial. Eating disorder ~~are~~ also developed ~~in order to look~~ by teenagers, so that they ~~can~~ can look like a certain celebrity. This is damaging to their physical and mental health, and is also causing them to lose their identity, as they ~~on~~ aspire to be all the people they see on television — but not themselves.

Besides that, the image that celebrities portray through social media, may also cause young people to be discontent with their lives. The house Kim Kardashian shows through Snapchat, which ~~teen~~ young people watch and fantasize about, may tempt ~~teenagers xxxxx~~ them to become famous just like

she did — by showing herself in a sex tape. ‘Why do I bother working so hard when I can just do what she did and earn millions and live a glamorous life?’ are the thoughts that may come across viewers minds whenever they take a glimpse at not only Kim Kardashian’s house, but ~~the~~ when they look at the lifestyles of other celebrities as well. Jokes are made on social media, when Kendall Jenner is seen wearing a ring that cost 50 thousand dollars, with social media complaining that Kendall Jenner is wearing their college tuition on her finger. These celebrities tend to cause young people to be envious of them. Young people, should instead realise that happiness is a choice, happiness does not come from having loads of money, ~~and~~ happiness can be found in the little things in life, and one’s identity should not be at stake in the pursuit of happiness. One can be content with their lives, as long as they love what they do, ~~and~~ they love the people around them, and have a kind heart. Content may not be found in a huge house, or in truckloads of money.

Sure, they are celebrities who portray positive influence and may impact the young people in a positive way, but majority of celebrities may in one way or another cause young people to be discontent with their lives and their possessions. ~~and~~ The negative influence far outweighs the positive influence.

Therefore, dear classmates, do not lose yourself in the pursuit of the happiness that is portrayed by celebrities. Throw away that map they’ve drawn for you and start creating your own, because no one and nothing should come between who you dream to be, and what you’ve decided for yourself. You are beautiful, just as you are, and you need not to fit into their standards of what beauty is. Please ~~discern~~ discern what is right and wrong when you watch these celebrities’ lifestyles, and remember, it is not necessary for you to keep up their standards. ~~You~~

Thank You.

COMMENTS

Response to question

- Pertinent, contemporary pop culture references to suit teen audience (e.g. Rihanna, Taylor Swift, Kendall Jenner, Kim Kardashian).
- Thoughtful, original selection of main points: relationships, body image and envy.

Structure of response (organising the answer)

- Strong introduction and clear thesis (negatives).
- Excellent conclusion
- Some use of rhetorical questions (e.g. second body paragraph).

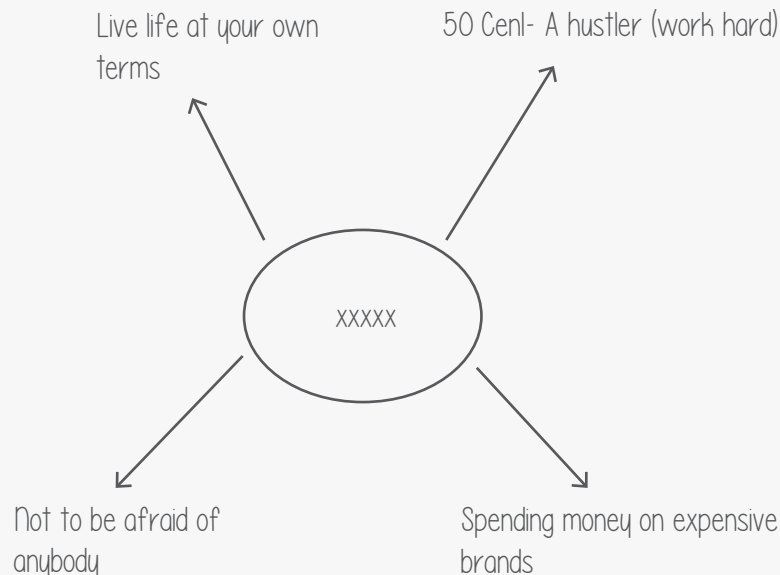
Language use

- Infrequent errors with verb tense would not attract penalty.
- Demonstrated control over punctuation and complex and varied sentence structure.
- This response shows a rich vocabulary with correct collocations ("juicy secrets") and subject-specific vocabulary (Snapchat, "ripped").
- Some weakness evident in subject-verb-agreement ("fashion styles [...] also drives").

Room for improvement

- More persuasive language techniques would make this a better speech.
- Direct address is needed more consistently (see body paragraphs 1 and 3: "young people should").

Q24 SECOND STUDENT SAMPLE



In today's world of Social Media outrage ~~xxxxx~~ young people have grown accustomed to checking their Facebook updates every 2 minutes. Most of the time due to our brain evolving into having shorter attention spans we believe whatever we see online, rather than actually researching it. Celebrities are our idols. They create new trends, new movements, they run our world. Their main source of influence is for following but do they direct the youth of this world into a brighter future? The 3 ways in which ~~the~~ celebrities positively influence ~~y~~ our youth is by showing them to work hard, believe in yourself and to live life at your own terms.

To get anywhere in life, you must work hard and hustle. A great example of a celebrity ~~who~~ who worked hard since he was 12 years old is '50 Cent.' His being brought up in a neighbourhood where his situations forced him into selling crack at the age of 12, the age of which most of us ~~are~~ still can't do without our parents being around at all times. He has been portrayed as a hustler and has showed his followers that nothing comes without hard work, as most of his songs are based on it.

Self-belief is what drives people chosen a path to success. Many people you will encounter will say your path is going towards failure, you will never succeed. But remember the words of Arnold, "Ignore the Naysayers." Multiple occasions in his career he was let down by his family members, ~~and~~ Arnold never listened to them and ~~did~~ believed in himself that he could reach his goal. Now as we know it Arnold has reached triumph of whatever he set his foot into. Became 7 time Mr. Olympics, became one of the highest paid actors and the governor of California. This puts out a great message to the youth that aspire to be like him, believe in yourself and focus on your goals.

This brings us to the last way in which celebrities influence the youth is by sending out the message that live your ~~lf~~ life on your own terms. Warren Buffet ~~is~~ was the world's wealthiest man at one point. But he still till this day lives in the house he bought when he got married for a mere value of fifty thousand dollars. The way he chooses to live his life shows that he ~~xxxxx~~ lives life the way he chooses too. ~~How~~ Not by how the media wants him to live like.

Celebrities have a great influence, especially on the youth. There are many ways in which they negatively affect them. But the positives outweigh them. Its upto us too see which traits we ~~abide~~ abide by.

COMMENTS

Response to question

- Conclusion, though brief - as is the whole speech, appeals to the audience.
- Correctly focuses only on one side of the question (the positives), with three main points.
- Uses examples.

Structure of response (organising the answer)

- Clear signposts in the form of topic sentences and linking phrases.
- Good paragraph structure, notably in the second body paragraph.

Language use

- Frequent language errors probably contribute to this piece being at the lower end of A-grade samples. Errors include: spelling ("belive"), punctuation ("today's", "facebook"), word form ("neighbour" for neighbourhood; "self believe"), run-on sentences ("[...] new movements, they run our world"), and subject-verb agreement ("The 3 ways in which celebrities [...] is by").
- Despite the above point, this candidate displays a fluent command of vocabulary, including creative and appropriate use of vocabulary ("hustle and crack").

Room for improvement

- Needs far more focus on text type and audience. The candidate does use some inclusive language ("we" and "our"), but then says "the youth of this world" instead of direct address to fellow students.
- Concluding sentences need more work; the first body paragraph ends on an example.
- People referred to should be named in full ("Arnold Schwarzenegger" not "Arnold").
- More reference is needed to question keywords throughout.

Question 25 (25 marks)

The youth of today will become the adults of tomorrow.

Write a **feature article** for a community magazine entitled 'Teenagers are our future'.

Deconstructing the question

There are two parts to this question. The first statement is a fact to consider.

The second part of the question asks candidates to ponder what it means for teens, their parents and their communities to really take into account young people's responsibility at the helm of future societies.

It also specifies the text type and even the title of the feature article, defining the audience and purpose. The style should be entertaining as it is for the general public in a lightweight local publication. Also, the topic does not lend itself to being informative as much as it does to being reflective.

Generic conventions of feature articles include the use of: catchy headings and subheadings; a layout studded with pictures and graphs (not necessary in an examination, although image insert boxes with captions can be effective); reference to surveys, statistics and expert opinion (often invented to suit the purpose); short paragraphs and dot points/ lists; figurative and emotive language; rhetorical questions; anecdotes; as well as a language style that suits the target audience (e.g. social commentary in an entertaining style with a chatty, humorous tone).

General Comments

This question was not very popular, particularly among local students, perhaps due to the more philosophical nature of the topic as well as the challenge of capturing the right style and tone for this text type.

Responses showed some good use of invented statistics and expert opinion. Those selected were all of very high calibre.

Common errors

Errors did not stand out as there were relatively few scripts read for this question. Perhaps planning could have helped students be more creative in their reflections on how awareness of teens' responsibility for our future could impact the present and how it may differ from previous generations' imprints on the world. Certainly, most responses spoke of technology more than any other aspect. The question also offers the possibility to refer to past examples of teens' influence on the world, which was not exploited.

Q25 FIRST STUDENT SAMPLE

Plan:

~~3 points- Why we're the future (and what we should do about it)~~

~~(3) The world problems today can be solved passed down to us~~

~~(1) The rate at which we can learn how to use tech~~

~~(2) As generations go, mistakes go and we're learning from that~~

Start:

Audience: teenagers

Writing for: Youth column of the Community Magazine

Writing as: a teenager

TEENAGERS ARE OUR FUTURE

We are the future... If we let it

By: John Doe

Sometimes, adults find it difficult to look beyond the ~~she~~ terribly short shorts, ~~the baggy clothings~~ the distasteful baggy clothings and the incredibly intense hair colours of the youth of today. Sometimes, the thick layer of make-up every girl seems to have ~~actually ends cover~~ ends up covering more than just our faces. It begins to cover our significance, our intelligence and our importance in the community.

~~However they may~~ Whichever way the society sees us, I believe that it does not take away any skills and knowledge hiding behind the loud ~~and~~ Nicki Minaj songs in our playlist. We have to understand that ~~being~~ adapting in this era of modern technology ~~means more than just~~ exceeds beyond 24/7 of facebook updates and retweeting. ~~Our gen~~ Especially since our generation seems ~~to~~ to be the only one who can fix the WIFI router everytime.

Our great ability to adapt in this overly changing society should be applauded and embraced, not discarded.

In ~~an~~ a period of technology, teenagers hold the power that can either stop this technological growth or improve it beyond imagination. ~~If given the right opportunity, all of us~~ If our future depends highly on technology, then our future depends on us.

As teenagers, we're forced to ~~learn~~ listen and learn from our parents. Our parents must have also been forced to listen and learn ~~by~~ from their parents. This ~~lineage~~ continues, all the way back to the top of the family tree. That means that by the time their wisdom and knowledge are passed down to us, alterations and improvements have caused their advices to evolve.

Naturally, we learn from our mistakes. But to ~~imagine~~ what extent? ~~Imagine, just imagine the lessons~~

Not only do we learn from our mistakes but we ~~xxxxx~~ value the lessons that we receive from the mistakes our ancestors have done.

Photo of a ~~te~~ science-technology contest at a secondary school, with ~~kids~~ teenagers displaying their innovative designs

As new generations are born everyday, more lessons are learned. Lessons that we can improve on. Why does this matter, you ask?

In a room full of teenagers, one of them is going to become the next Prime Minister. Another has what it takes to be a cardiovascular surgeon. The next will become a teacher.

If we don't learn from past mistakes, our generation will always be the group of people with ~~their p~~ phones in our hands watching videos on how to talk to giraffes on youtube.

Our potential success is greater than ever. In our hands lay the best resources and the widest range of information.

We matter because ~~as~~ in the next several years, we will be put to the test. Today's complex unsolvable ~~crisis~~ issues will find their way to us. ~~Its~~ With their never-changing complexity, our generation will be the ones to solve them.

All of us will ~~need to~~ be required to revert our ~~eyes from our pho~~ attention from the new iPhone and focus on the ~~refugee~~ wars around us, the tensions and the problems within the society.

Teenagers today are the adults of tomorrow. Tomorrow, we decide the future of the ~~next-succeed~~ succeeding generation. Tomorrow is when we solve the worlds greatest problems and tomorrow is when we start to show ~~how~~ our significance, intelligence and importance ~~into~~ to everyone.

But today, is the ~~day~~ most important day of all. Today is the day we decide to step up to the challenge ahead of us.

COMMENTS

Response to question

- Highlighting key terms of the task at the top of the page probably helped the candidate maintain focus.
- The references to pop culture suit the teen topic very well ("The loud Nicki Minaj songs in our playlist").

Structure of response (organising the answer)

- Excellent use of humour and anecdotal references (fixing the router).
- The text type gains added weight through the use of some short paragraphs and image inserts with captions.

Language use

- A lovely reflective style of writing is used here ("makeup ends up covering more than just our faces").
- The candidate employs colourful imagery of a room full of teens and an example of watching YouTube giraffe videos as wasted potential.
- Occasional errors with uncountable nouns ("clothings", "advices").
- There is some use of subject-specific vocabulary ("retweeting").

Room for improvement

- The candidate should have indicated that the audience is not just teens, but the broader community. This was a problem throughout, including the closing appeal.

Q25 SECOND STUDENT SAMPLE

Planning

—>Zurkhelburg

- Have innovative ideas
- "Out with the old Zurkelburg
 &
 In with the new" Mark Zurkelburg
- Technology ↑
 Founder of Fb.
- Not only are ~~xxxxx~~ they thriving in the ~~xxxxx~~ technology era but ~~w~~e they are evolving the world as we know it.
- We are the envy of society
- What we teach them is what they pass on to ~~late~~ the next generations.

Teenagers Are Our Future!!

; Our teenagers are taking the world by storm. Belinda reports.

In this 21st century it is clear to see that the 'teenage frenzy' is what runs the world. This generation is a different type, one that has risen and not been seen before.

This technological era has brought about a new generation that excites. When we think about the future we see our youths with innovative ideas to change the world. Their way of viewing the world is different and more than anything interesting and will be a marvel to witness.

Mark Zuckerberg, the founder of the world wide sensation, Facebook. He had the idea over decade ago, when he was a teen. Such a prime example is the reason why I

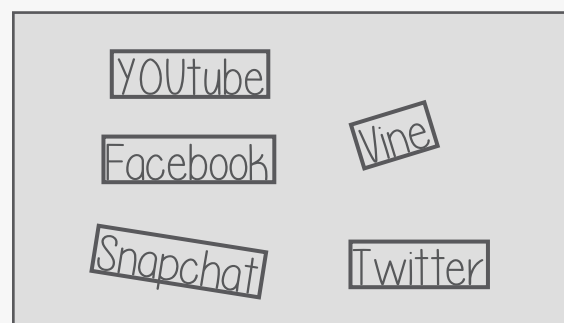
Insert image of current technologies e.g
Apple products

say with great certainty that our future is in great hands. They are resourceful, very capable and well equipped for anything the future throws at them.

Like children, ~~they~~ their mind has not been restricted by the blows of existence and adult life. They are imaginative and are able to reach their full potential. In fact, a great mind once said that teenagers are at their peak of creativity. Sir Albert Einstein also said that reality can only take you from point A to point B. however imagination will take you from A to Z and beyond.

'The
Envy of
Society!'

Hence, teenagers are a phenomenon and a force to be reckoned with. Not only these, but they ~~quite literally~~ have the world on their fingertips. Information in this new world travels like wild fire. With



help of technology they can access the world. This means that they are better able to steer

steer the world with less & more understanding
and easier easily.

Last but not the least, it has been proven
that education is better now than it has ever
been. ~~They~~ This means that our teens are not
only technologically gifted but teenagers
are receiving the best

education ever known to men. Therefore,
without a doubt, they're our future. Let's
not underestimate and disregard them for
they hold the key to a better tomorrow.

'Out with the
old & in with
the new!'

COMMENTS

Response to question

- Snappy introduction.
- The response focuses on three main factors about young people's lives today: technological innovation, imagination and connectedness, and education.

Structure of response (organising the answer)

- The text type is clearly signaled through appropriate layout: use of headline, byline, image inserts and captions, as well as short paragraphs. The use of columns is suitable but superfluous.

Language use

- This response contains some spelling errors ("frenzy"; "steer"; "mavel").
- There is also an occasional lapse in subject-verb agreement ("their mind has not").

Room for improvement

- Highlighted and enlarged phrases in a feature article usually replicate phrases from the body of the feature article, rather than new phrases.
- Names of major texts cited must be correctly spelled and authors or people referenced given in full (Einstein; Zuckerberg).
- Also, give the full name of the 'journalist' in the byline (preferably invented).
- Messy layout and decorative colours are a distraction in an exam context. (Not visible in transcription.)

Question 26 (25 marks)

The power of persuasive writing and speaking can influence the actions of others.

In an **essay**, discuss this statement, referring to at least **two** texts you have studied this year.

Deconstructing the question

The initial statement in the question has two parts; the first mentions both writing and speaking; the second argues that words can inspire people to action. Responses must show precisely how words inspire.

Evidence must be drawn from at least two texts.

Formal essay writing conventions include: an introduction to the topic which establishes a thesis, well-structured paragraphs that develop the argument and show overall cohesion, and an appropriate conclusion.

General Comments

This was a very popular question, no doubt for its close affinity with the study of speeches in Unit 4.

Common errors

Many answers did not clearly outline the results of persuasive words, but just rehashed Language and Empowerment essays from class, detailing persuasive language techniques in texts (mostly speeches) studied.

Few students dealt with both writing and speaking; most students referred principally to speeches studied. This did not necessarily attract penalty but was perhaps a missed opportunity to fully explore the question.

Many students failed to use proper citation and it was consequently difficult to determine even to which text type they are referring, whether film or speech or documentary. When introducing texts, make sure you properly cite the title and author/director, and provide a brief description of what the text is about. Assume the examiner has not heard of the text before and needs some context to follow your explanation. This does not mean recounting the plot in detail.

Q26 FIRST STUDENT SAMPLE

power of persuasive writing and → empower yourself
 your believes, products
 + → influence others + own interests
 speaking → they the policies in your own xxxxx leadership

texts → animal farm
 trusting written laguage
 → Donald trump usage of very influence
 langage
 → short sentences

~~Since language is the medium in which our words, thoughts and even emotions propagate through, thus by having~~

Since language is the medium in which a person's words, thoughts and even emotions can propagate through, thus by having a solid, stable medium xxxxx rich of with power to influence xxxxx others, a person can be a part of changing things around them. Some individuals realize power of persuasive language to create and transform lives, empowering themselves and their positions and controlling people-s' thinking and actions. This essay shall examine the power of persuasive language in relation to three xxxxx texts. The first text is a novel by George Orwell "Animal Farm" which reflects events leading up to Russian revolution of 1917 and then on into the Stalinist era of the Soviet Union. Napoleon and Squealer are two characters from the novel, they use xxxxx sersuasive written and spoken language to control the other animals. The xxxxx second text is a speech by the successful Australian journalist Stan Grant on racism and the Austalian Dream on the last debate of "Intellegance Squared" of 20012 2012. And the third text is the documentary on CNN xxxxx news channel about Donald Trump and his language.

Certain individuals have full awareness of the effectiveness of persuasive writing and speaking on people. They tend to use a form of language that is confusing and indirect to get people to think and act in ways that suit ~~their~~ their interests. In Animal Farm Squealer was able to convince the animals that pigs need more nutrition than other animals by using a strong form of language which is scientific claim and ~~techeni~~ technical jargon by saying, "We pigs are brain workers, it is for your sake that we drink that milk and eat those apples". His language left a great impact on animals and got them to stop questioning about missing milk and apples from the farm.

The power of persuasive speaking doesn't not only empower the speaking person but also the audience. In G Stan Grant speech "Racism is killing the Australian Dream" Grant repeated the xxxxx importance of collaboration and tolerance in the Australian society in order to close the gaps between Indigenous Australians and non-Indigenous Australians. By repetition, Grant was able to make every one realize the size of responsibility upon them and he was an inspiring role model to many Australians who saw in his speech a significant necessity of removing all signs of racism in order to step up from this conflict and rise with their humanity to a point where all Austalians can function in a more dynamic way. & Grant concludes his speech by saying: "And one day, I want to stand here and be able to say as proudly, and sing as loudly as everyone in this room, Australians all, let us rejoice". According to many journalists and different ~~analysts~~ ~~exper~~ social experts Grant's persuasive speaking was more like a meaningful step towards a greater understanding of Austalians about their current issues and common problems.

In addition, xxxxx another method of influencing people's' thinking and actions is highly adopted by Donald Trump. "Trump has a very powerful way of controlling minds by using a simple language, short sentences and very basic English to force people to vote for him and by that increasing his ability in gaining support". CNN reporter, George Mackay, in arguing that the power of persuasive language is not necessary linked to complicated English nor specified for highly educated ~~People~~ people. Trump is a poorly educated person but still he has all the potentials through his persuasive language behavior to influence poorly educated Americans.

~~To conclude, power can come in different forms and shapes but sometimes its hidden through words. When humnas have the ability to analyze the expressions they~~

To conclude, The power of persuasive language is a weapon which can be used to influence others, sometimes in positive ways and many times in negative ways. By having a continous desire to ~~appty~~ utilize a persuasive language xxxxx individuals have a greater chance of making their voices to be heard by larger groups of people xxxxx, their thoughts to be spinning in other peoples' minds and their orders to be reflected in other individuals actions.

COMMENTS

Response to question

- Outlines evidence from texts of persuasive language techniques: jargon, repetition, simple English.

Structure of response (organising the answer)

- Clear thesis and preview of main points and texts, with text details and context (brief synopses).
- Good use of topic sentences.
- Strong conclusion.

Language use

- This candidate's expression is enriched by varied sentence structure and general control over spelling and punctuation.
- There are occasionally awkward collocations ("highly adopted").

Room for improvement

- Concluding sentences need further development (see first body paragraph).
- Titles must be correctly punctuated (underlined for whole works published on their own; inverted commas for works published as part of a greater whole, e.g. a speech, poem or short story).
- It would have been interesting to also consider persuasive writing.

Q26 SECOND STUDENT SAMPLE

Planning:

1. Kevin Rudd's "Sorry", speech — inclusive lang, repetition,
2. Emma Watson "HeForShe" UN xxxxx— quote, balanced sentences
3. Malala Yousafzai UN — quotes,

Intro: Power of language

Rhetoric — see the available means of persuading — Aristotle def.

When ideas fail, words come in very handy

1. "Sorry" — inclusive lang "we" "our"
 - emotive lang: "for the pain, suffering and hurt."
 - onomopoeia: "We apologize"
 - epistrophe: "we say sorry"
2. "HeForShe" — Edmund Burks quote - "For the faces of one to triumph..."
 - If not me who? If not now, when?
 - balanced sent.: "If men don't have to control..."
 - gender stereotypes
3. Malala — "One child, one teacher"
4. Mandela, "Education is the most powerful weapon to xxxxx"
5. Blind man

XXXXX

One of the greatest philosophers of all time defined rhetoric as seeing the available means of persuasion in any particular case. That means being able to use language power in such a way, that ~~xxxxx~~ people can be convinced of anything. The power of persuasive writing and speaking is so strong that even ideas fail, words come in very handy. In this essay, it is going to be shown on the example of Kevin Rudd, Emma Watson and a ~~Mala Yousefzai's~~ homeless man.

To begin with, language is often used in order to persuade someone of one's opinion. A great example of that is ~~a speech by~~ the "Sorry" speech by Kevin Rudd to the Australian nation, addressing wrongdoings of the past government. Rudd uses a number of rhetorical devices to convince the audience of his contention that an apology to the stolen generation is needed. He uses inclusive language by consistent repetition of words "we" and "our". This makes all members of the audience feel that they are all apologising, not only Rudd. He also uses emotive language such as apologising for "pain, suffering and hurt" or "profound grief, suffering and loss". Emotive language is used to appeal to people's emotions, because they cause humans to change their opinions in regard to their judgements. Emotions make people believe much easier, because they indeed feel guilty, although it is not their fault directly. Rudd ~~was~~ also uses anaphores such as "We apologise for ..." and epistrophes such as "... we say sorry." These kind of repetitions add a rhythmical flow to the text making it more pleasurable to listen to or read and therefore attract people's attention, which is the main goal. One sentence is extremely powerful, because it is the strongest support of Rudd's contention. It says "We were the bearers of all the blessings of our ancestors, therefore we must also be the bearers of their burdens too." This makes the audience reflect on the issue and is very convincing. This example strongly supports the statement that power of persuasiveness can influence the actions of others, because Rudd managed to convince Australians of the need to apologise.

Another great example proving ~~he~~ my statement is Emma Watson's ~~xxxxx~~ "HeForShe" speech at the UN. Emma uses the ethos of human rights in order to convince ~~xxxxx~~ people, especially men, to take part in the fight for ~~xxxxx~~ women's rights. Emma provides a number of statistics such as the fact that less than twenty percent of the audience were male at Hilary Clinton's speech. From that it is clear as a bell, that an action is needed to help the issue. ~~Emma~~ Watson uses balanced sentences such as "If men don't have to control, women won't have to be controlled." This is a very convincing statement, pointing out gender stereotypes. ~~xxxxx~~ It shows how the appropriate use of language causes people to change their attitudes towards an issue. ~~xxxxx~~ Towards the end of her speech, Watson ~~xxxxx~~ says "If not me, who? If not now, when?" this kind of use of rhetorical questions is very accurate and very much useful ~~at the~~ as the last words of the speech. This is because it leaves the audience thinking and reflecting on the issue of women's rights and it results in especially men wanting to take action in the "HeForShe" campaign. This is ~~xxxxx~~ yet another credible and persuading example depicting that it ~~xxxxx~~ often does not matter what people say, but how they say it. ~~xxxxx xxxxx xxxxx~~

Last but not the least, the best example proving the statement that power of persuasiveness can influence ~~people to~~ the actions of others is a little anecdote. Once upon a time, a homeless, blind man was trying to ~~get~~ collect some money. He placed a little board next

to himself on the pavement that said: "I'm blind, help me". It is probably not surprising that most people walked past ignoring the blind man. Suddenly, a young lady approached him and changed the what was written on the board. To his own surprise, ~~people throw in~~ nearly every person was now willing to help the homeless, blind man to break the deadlock, which was his financial predicaments. What the lady wrote on the board was "It's a beautiful day and I can't see it". Very simple word, however so moving, resulted in people feeling bad for the blind man. This example clearly shows ~~that a~~ how powerful words can be in terms of persuasiveness. Unconfrontibly the lady expressed the exact same thing as the man, just in different words. Yet, it caused nearly all people to change their minds. Again, it proves the statement that words have the potential to ~~change one's~~ influence one's actions and deeds.

To sum up, all three examples of Kevin Rudd, Emma Watson and blindman's unarguably exhibit the fact that it is always possible to find the available means of persuasion as Aristotle once said and ~~xxxxx~~ influence people, come hell or high waters. Therefore it is of highest importance to pay attention to what words ~~we~~ one uses when speaking or writing, as it can have completely different effects.

COMMENTS

Response to question

- Outlines the techniques of persuasive language, with concrete examples of the language features: Kevin Rudd's emotive language and repetition; Emma Watson's human rights ethos, use of statistics and rhetorical questions.
- Unusual choice of retelling an anecdote in body paragraph three.
- Shows outcomes of persuasion.

Structure of response (organising the answer)

- Introduction links clearly to the question and previews the main thrust of the essay.
- Fantastic cohesion; solid paragraph structure with topic sentences, evidence, analysis, and concluding sentences (especially the second body paragraph).

Language use

- This response contains precise literary terms, such as anaphora and epistrophe.
- There are infrequent language errors such as wrong words ("unconfrontibly") and lack of subject-verb agreement ("which was his final predicaments").

Room for improvement

- Saying "In this essay" is satisfactory in a preview sentence, but lacks flair.
- Avoid use of the first person in a formal essay.

Q26 THIRD STUDENT SAMPLE

People ~~communica~~ communicate using languages mainly in two ways, through writing and speaking. No matter what forms of communication is used, ~~they can~~ language can be ~~view~~ a double edged sword, while it can destroy dreams, it also has the ability to ~~ins~~ grow seeds of inspiration and persuade people ~~those~~. When used widely by ~~people~~ leaders such as Martin Luther King Junior, Chimamanda Ngozi ~~Adicheia~~ Adichie and Michelle Obama, it can move mountains and influence people to achieve unfathomable great feats. By ~~using~~ writing and speaking persuasively, ~~we have~~ we acquire the power to ~~command~~ inspire crowds to do ~~the ri~~ the right thing.

Persuasive writing and speaking has the power to rally people to fight social injustice. In thorough inspection of Martin Luther King ~~Junir~~ Junior's I have a dream speech, ~~we as see the~~ it is apparent that he has used a few persuasive devices such as inclusive language when he said "We will not be satisfied as long as children are stopped of their ~~the~~ self-hood, robbed of their dignity by signs saying "for whites only." The usage of we implies that this is a responsibility every citizen bears and not just the negros. It tells the audience that ~~although~~ this is a cause that can only be achieve with ~~everyone's~~ everyone's support and achieve participation. He also used emotive language when he used the ~~words~~ adjectives of stripped and robbed. This ~~in~~ triggers ~~are a~~ feelings of unjust on the audience towards the injustice faced by negro children and compels them to stand up for the cause. Social injustice has get to be achieved during his time, but he ~~belived~~ believed ~~someh~~ someday it would be find true enough, ~~it was~~ it was achieved when the negro people were allowed to vote and Barack Obama became the president of the United Sates.

~~Pers A~~ Persuasive writing and speaking ~~also~~ has the ability to raise ~~awareness of~~ society's awareness regarding the importance of education. This is achieved by the First lady of the United States, Michelle Obama. She delivered a ~~speech~~ speech at the ~~Molbe~~ Mulberry School, London titled Let Girls Learn and it opened the eyes of many regarding education for girls. Michelle Obama used anecdotes ~~when she~~ of the hardships she ~~went~~ went through. Having lived on a small apartment, ~~with~~ it was difficult to concentrate on her school work with family members talking and watching television. ~~Her in the she ha~~ Michelle Obama had to wake up ~~duri~~ during the late hours of the night in order to complete her ~~school as~~ schoolwork. ~~By usi~~ Through using the persuasive device of emotive language, she shared the story of how ~~a girl a~~ Malala ~~Yousefay~~ Yusefzai was ~~assaulted to~~ assaulted for merely trying to educate herself. ~~The~~ Michelle Obama has presented these ~~stron~~ strong points in order to remind the audience that there are many ~~seho~~ girls out there who share the same story and all ~~xxxxx~~ of them should be given equal opportunity to step into ~~a classroom~~ a classroom because all of them have the the ~~xxxxx~~ to be successful ~~members~~ members of society.

Persuasive writing and speaking can also influence people to ~~supp~~ support feminism. Chimamanda Ngozi Adichie ~~has~~ presented a powerful speech - We should all be feminists. In her speech, she uses ~~xxxxx~~ anecdotes such as her experience of not being able to become a class monitor because she was a female. ~~There~~ Through the story, the audience ~~will feel angry~~ feels angry ~~due towards~~ due to her teacher's choice on picking a class monitor. The selection process

should include aspects of leadership abilities and ~~pe~~ academic performance instead of gender. Her speech ~~sends a~~ sends a message to the audience ~~say~~ saying that these issues ~~xxxxx~~ exist on society today and to curb it is to ~~grow starts~~ start seeing two genders sitting on ~~a scale~~ different sides of a spectrum ~~of insta~~ instead of two opposing ideals.

In conclusion, persuasive writing and speaking can be used to ~~eh~~ raise awareness, ~~eh~~ ~~modify~~ ~~went~~ ~~us~~ cause awareness to adopt a ~~new~~ healthier mentality and lead great movements. Outstanding individuals such as Martin Luther King Junior, ~~Chi~~ Michelle Obama and Chimamanda Ngozi Achebe all believe ~~th~~ that the power of words can ~~be us~~ change the world for the better, and so should we.

COMMENTS

Response to question

- The candidate attempts to illustrate how people's actions are influenced.
- Persuasive language techniques are given with examples, e.g. emotive language; anecdotes.

Structure of response (organising the answer)

- The Introduction mentions major figures to be discussed.
- Excellent information given regarding texts cited; the candidate gives some context of speeches, although this is missing from the Martin Luther King example.
- Good conclusion restating main points and main examples.

Language use

- Titles of speeches must be correctly punctuated.
- Occasionally clumsy expression ("feelings of unjust").

Room for improvement

- Writing and speaking are both mentioned in the Introduction, but only speaking in the body.
- NB The use of the word "negroes" is inappropriate today even though it was used by Martin Luther King. Students should understand not to use such terms when the candidate is writing about the speech, although it would be acceptable in quotations from the speech.

Appendix 1a

Compare and contrast: Reading & Viewing Extended Response (Synthesis)

Read the responses to the same question.

Analyse how they are similar and how they differ.

Record your ideas on the following table.

Paper	Comprehension and explanation of main points	Synthesis of information with supporting evidence	States own view with support	Refers to all texts
1.				
2.				

Discuss which you think is the best response with your fellow students, using examples from your table to support your opinions.

Appendix 1b

Compare and contrast: Extended Writing

Read the responses to the same question.

Analyse how they are similar and how they differ.

Record your ideas on the following table.

Paper	Content: addresses task with evidence	Text type and text cohesion	Grammar and punctuation	Vocabulary	Spelling
1.					
2.					
3.					

Discuss which you think is the best response with your fellow students, using examples from your table to support your opinions.



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